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## PREFACE

The book has been designed to meet the requirements of the students who wish not only to score high marks in grammar but also to speak and write correct English; and correct English, in my opinion, is neither too loose a colloquial style which defies grammar nor too pure a grammar which refuses to recognise idioms established by usage. It is, on the contrary, a happy fusion of the two, for even dynamic neutrality or peaceful co-existence is not enough.

An attempt has, therefore, been made to find a golden mean between distilled purism and unbridled colloquialism. I should naturally hope that it would very well serve as a *utility reference book* in schools and colleges, and herein, I should plead, lies the justification for avoiding English as the medium of writing. To some, however, the very idea of English Grammar in Hindi may appear to be audacious and even ridiculous. Call it what you will, but you shouldn't shut your eyes to the fact that to an average student a book in English, and that, too, on Grammar, is a red rag to a bull. The result is that, in spite of a delicious flood of books, they get not even a drop to drink. What to do then? Do you propose to *make* them read books they can't understand? You can *make* one weep and even laugh but not sing, and is not reading a sort of singing to oneself? I can't say whether this book will be read without tears. It is for my readers to judge.

Summer, 1956

R. P. S.



*It is necessary to know grammar, and it is better to write grammatically than not, but it is well to remember that grammar is common speech formulated. Usage is the only test.*

—SOMERSET MAUGHAM

# BOOKS CONSULTED

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  5. *Good English* .. .. G. H. V.
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  7. *A Higher English Grammar* .. .. L. S.
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  9. *English Idioms* .. .. Mc
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  11. *Modern English Grammar* .. .. DO
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  13. *Aids To The Study and Composition of English* .. .. DO
  14. *Senior Course of English Composition* .. .. DO
  15. *Word Power* .. .. NORMAN
  16. *Teach Yourself Grammar* .. .. G. S. HUM
  17. *English Grammar* .. .. G. WHITAKER
  18. *How To Write English* .. .. HUGH J.
  19. *Current English Usage* .. .. F. T.
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  21. *A Manual of Advanced English* .. .. BERNARD BLACK
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  24. *A Guide to Patterns and Usage in English* .. .. A. S. H.
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# SYNTAX

## TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. Too great a variety of interests are bad.
2. A greater part of the mangoes is rotten.
3. A number of boys and girls has come.
4. There are a series of mountains here.
5. I have many mangoes but none are ripe.
6. Bihar were defeated by Bengal in the Test Match.
7. The jury was divided in their opinions.
8. What I need most are clothes and books.
9. Has neither Ram nor his parents come ?
10. Each of them have finished their work.
11. I am one of those who am of another opinion.
12. Twelve and seven is nineteen
13. Every Tom, Dick, and Harry wear suit
14. Bread and butter are costly articles of food.
15. No boy and no girl have come.
16. He has read both in England and America.
17. I request you to kindly grant me leave.
18. But behold her mother—she to whom she owed her being.
19. He has not gone, nor he will go.



## K E Y

(1) is—Rule I. (2) are—Rule II. (3) have—Rule II. (4) is—Rule III. (5) correct—Rule XIV. (6) correct—Rule VI Note. (7) were—their, or was—its—Rule IV. (8) is—Rule XVI. (9) correct—Rule XX(d). (10) has—his—Rule XIII. (11) are—Rule XVII. (12) correct—Rule XVII (b). (13) wears—Rule XVIII (d). (14) correct—Rule XVIII (e) Note. (15) has—Rule XVIII (d). (16) in America—or read in both England and America—Rule I (Position of Correlatives). (17) Allowable, but it is better to write—I request you kindly to grant—Rule VII (Position of Adverbs). (18) her to whom—Rule I (Apposition and Case). (19) nor will he go—Rule III (Position of Subject & Verb). (20) he neither comes—Rule I (Position of Correlatives).

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## SYNTAX

Syntax का अर्थ होता है वाक्य-विचार। वाक्य पर विचार करते समय हमारा ध्यान सबसे पहले Subject और Verb पर जाता है। इसलिए Subject और Verb से सम्बन्धित नियमों पर विचार करें।

## Agreement : Subject &amp; Verb

## S—S ; P—P

वाक्य के Subject और Verb के बीच मेल (Agreement) रहना जरूरी है—

*"The Verb must agree with its Subject in Number and Person."*

इस नियम के अनुसार Verb का Number और Person बही होता है जो वाक्य के Subject का रहता है। इसलिए Singular Subject के साथ Singular Verb और Plural Subject के साथ Plural Verb चलता है। वाक्य के Verb की कोई अपनी अलग हस्ती नहीं होती। वह सदा Subject के ऊपर निर्भर रहा करती है। S—S और P—P को सदा वाद रखें—

S का अर्थ है Singular और P का Plural. इसलिए Singular Subject के साथ सदा Singular Verb का प्रयोग करें और Plural Subject के साथ Plural Verb का; जैसे—

1. Mohan writes. 2. Sita plays. 3. Karim dances. 4. Manju sings. 5. Muni runs.

इन वाक्यों के Subjects (Mohan, Sita, Karim, Manju, Muni) Singular हैं। इसलिए वहाँ Singular Verbs (writes, plays, dances, sings, runs) का प्रयोग हुआ है।

अब इन वाक्यों को देखें—

1. Boys write. 2. Girls play. 3. Actors dance. 4. Women sing. 5. Players run.

इन वाक्यों के Verbs (write, play, dance, sing, run) Plural हैं; क्योंकि इनके Subjects (boys, girls, actors, women, players) Plural हैं। ये सही वाक्य शुद्ध हैं, क्योंकि S—S : P—P के नियम को ध्यान में रखा गया है। अब, जरा इन वाक्यों को देखें—

1. Players runs. 2. Women sings. 3. Mohan write 4. Manju laugh.

यहाँ पहले दो वाक्यों में Subjects (Players, Women) Plural हैं, पर Verbs (runs, sings) singular हैं। यहाँ P—P के बदले P—S हो गया है, अर्थात् Plural Subjects के साथ Singular Verbs का प्रयोग कर दिया गया है। इसी प्रकार, तीसरे तथा चौथे वाक्यों में Singular Subjects (Mohan, Manju) के साथ Plural Verbs (write, laugh) का प्रयोग हो गया है। इसलिए ये चारों वाक्य गलत हैं। आप देख लेंगे कि वाक्य में Subject और Verb के बीच में का सम्बन्ध होना चाहिये। Subject और Verb के बीच S—S : P—P के द्वारा ही देन का सम्बन्ध स्थापित किया जा सकता है, S—P : P—S के द्वारा नहीं।

Note (a) — यहाँ एक बात याद रखें : जब किसी Verb में s या es लग जाता है, तो वह singular हो जाता है; जैसे—

write—writes. cry—cries. sing—sings.

Writes, cries, और sings में s या es लगा हुआ है। इसलिए ये Singular हैं, पर write, cry और sing में s या es लगा हुआ नहीं है। इसलिए ये Plural हैं। इसका यह अर्थ हुआ कि writes, cries, sings आदि का प्रयोग Singular Subjects के साथ होगा, पर write, cry और sing का प्रयोग Plural Subjects के साथ। यह नियम Noun के नियम का ठीक उल्टा है। Noun में s या es लगा कर हम उसे Plural बनाते हैं; पर Verb में s या es लगा कर हम उसे Singular बनाते हैं। इस नियम को याद रखें—

*Noun + s = Plural*

*Verb + s = Singular*

जैसे—

Nouns		Verbs	
<i>Singular</i>	<i>Plural</i>	<i>Singular</i>	<i>Plural</i>
book	books	goes	go
toy	toys	tries	try
bench	benches	laughs	laugh

Note (b)—आप यह भी याद रखें कि 'is, was और has' Singular Verbs हैं, पर are, were और have हैं Plural. आप यह भी मत भूलें कि I के साथ Present Tense में सदा am का प्रयोग होता है।

## EXERCISE

*Correct the following sentences—*

Children is playing. Why is these women laughing? These leaves is green. Teachers loves good students. Stars shines at night. The sun rise in the east. Aeroplanes carries men and goods. All the students and teachers likes this book.

These books—to me.	{belong, belongs}
Why—these children crying ?	{is, are}
How many boys—there ?	{was, were}
His teeth—broken.	{was, were}
These sheep—innocent.	{is, are}

## EXCEPTIONS

to the S—S : P—P Formula

इस नियम के दो बड़े अपवाद हैं—

Exception No. 1—*Dare not* and *need not*—ये दो ऐसे Verbs हैं जो Singular Subject के साथ भी Plural रूप में ही रहते हैं; जैसे—

He need not go                      She dare not oppose me.

इन वाक्यों में Subjects (he & she) Singular हैं, पर Verbs (need & dare) Plural रूप में, क्योंकि इनके साथ not लगा हुआ है। इस नियम पर प्रकाश डालते हुए कहा है—

“The third person singular is ‘need’ and not ‘needs’, just as ‘dare’ is used for ‘dares’ provided it is followed by a negative—He need not do any more work. He dare not leave the room.” —J. C. NESFIELD

Note—Dare और need के सम्बन्ध में और भी एक-दो बातों पर ध्यान दें—

(a) जब इनके साथ not नहीं लगा रहता है, अर्थात् जब वाक्य affirmative रहता है, वे सामान्य नियम के अनुसार Singular Subject के साथ singular रूप में और Plural Subject के साथ Plural रूप में आते हैं, जैसे—

he needs	they need
he dares	they dare

(b) जब वाक्य में Verb ‘do’ का प्रयोग होता है और not का स्थान dare या need पहले रहता है (बाद में नहीं) तब इनका प्रयोग सामान्य नियमानुसार Singular Subject के साथ singular रूप में और Plural Subject के साथ Plural रूप में होता है; जैसे—

“One does not need to know anything.....” —T. S. ELIOT

इस वाक्य में Verb ‘do’ का प्रयोग हुआ है और not का स्थान need के पहले है। तब वहाँ Singular Subject (one) के साथ Verb Singular (does not need) लगा है। यदि इस वाक्य में Verb ‘do’ का प्रयोग नहीं होता और not का स्थान need के बाद होता, तो यह वाक्य इस प्रकार का हो जाता—

One need not know anything.....

Exception No. 2—Subject और Verb से सम्बन्धित सामान्य नियम का दूसरा अपवाद है कि Subjunctive Mood में—

supposition इत्यादि भाव कल्पने पर Singular Subject के साथ भी Plural Verb का प्रयोग होता है; जैसे -

*"Life has now taken hold on him and tossed him into... firmament, where he bursts into song as if he were combustible."*

—D. H. LAWRENCE

*"If it were so, poetry would cease to matter."* —F. R. LEAVIS

*"The same fate would have overcome the pamphleteering of Defoe, were he not the author of Robinson Crusoe and Moll Flanders, or the pamphleteering of Samuel Johnson, were he not the hero of Boswell."*

—T. S. ELIOT

इन सभी वाक्यों में Singular Subject (he & it) के साथ Plural Verb 'were' का प्रयोग हुआ है, जो दृढ़ है, क्योंकि इनमें Condition या Supposition का भाव चल रहा है। इस ओर भी उदाहरण हैं—

*I wish I were a king.*

*If I were you, I would do it.*

*I wish it were possible.*

*Were she a bird, she would fly to me.*

*He commanded as if he were my master.*

इन वाक्यों में भी Singular Subject के साथ Plural Verb का प्रयोग दृढ़ है, क्योंकि इनसे ऐसी अभिलाषा (wish) या कल्पना (supposition) का भाव चल रहा है जिसकी पूर्ति असम्भव है। तो, इससे यह स्पष्ट होता है कि वाक्य से कोरी कल्पना का भाव (fact नहीं) चलाने पर Rule of Agreement का Subject और Verb से सम्बन्धित नियम भंग हो जाता है और Singular Subject के साथ भी Plural Verb का प्रयोग होता है।

**Note**—इस सम्बन्ध में याद रखें कि आधुनिक शैलियों में ऐसा प्रयोग अब तिर्य Verb 'were' तक ही सीमित रह गया है। अन्य Verbs का ऐसा प्रयोग अब सुन-सा हो गया है। इसलिए आधुनिक लेखक If he come के बजाए If he comes लिखता है, क्योंकि अन्य Verbs का Subjunctive Mood में प्रयोग पुराना और भरा सजका जाता है, ऐसा कि इन आचार्यों ने भी कहा है—

*"The Subjunctive form is almost dead in English. It survives in a few main sentences of wish or desire like— God save the king."*

—G. H. VALLINS : GOOD ENGLISH

*"The Subjunctive Mood is in its death-throes, and the best thing to do is to put it out of its misery as soon as possible."*

—SOMERSET MAUGHAM : A WRITER'S NOTE-BOOK

इन विचारों को ध्यान में रखते हुए आप सिर्फ 'were' का प्रयोग wish या supposition के अर्थ में Singular Subject के साथ करें, पर अन्य Verbs का नहीं। हाँ, कुछ पुराने और प्रसिद्ध वाक्य ऐसे हैं जिन्हें हम भूल नहीं सकते—

God save the king!

Long live the king!

Lord bless you!

इन वाक्यों के आधार पर आधुनिक युग में भी Plural Verbs 'save' और 'live' का प्रयोग Singular Subject के साथ किया जाता है, जैसे—

Long live Indo-Russian friendship!

इन Verbs के अतिरिक्त अब दूसरे Verbs का प्रयोग Subjunctive Mood में नहीं होता है। इसलिए अब it के साथ have बहुत ही भद्दा और पढ़िताऊ (pedantic) समझा जाता है। आप ऐसा प्रयोग न करें—

Murder, though it have no tongue, will speak.

आधुनिक लेखक यहाँ 'have' के बजाए 'has' का प्रयोग करता है, जो स्वाभाविक भी लगता है।

## EXERCISE

Q. Correct the following sentences—

(a) He needs not write more on this subject. (b) She dates not run away. (c) He need to labour hard. (d) If I was you, I would not agree to that foolish proposal. (e) If he was a bird, he would fly to his lady-love. (f) God saves the queen! (g) I would do it if I was he.

Hints—(a) need; (b) date; (c) needs; (d) were; (e) were; (f) save; (g) were.

तो इस प्रकार, इन दो अपवादों को छोड़कर, यह स्पष्ट है कि Rule of Agreement के अनुसार Subject के number और person पर Verb का number और person निर्भर करता है। ऐसे ही Verb को Finite Verb कहा जाता है। Finite का अर्थ होता है 'limited' (सीमित)। Finite Verb, Subject के द्वारा सदा सीमित रहता है, इसकी कोई अपनी अलग इच्छा नहीं होती।

अब प्रश्न उठता है कि जब यह महत्वपूर्ण नियम इतना सरल है, तो फिर इसका उल्लंघन इतना होता क्यों है? इसके प्रमुख दो कारण हैं—(क)—कर्त्ता का पता नहीं लगना और (ख) कर्त्ता के बचन का पता नहीं चलना। इस रोग के दो दोनों ही कारण, वास्तव में, कोटाशु की तरह इतने सूक्ष्म और भयंकर होते हैं कि अच्छे लोग भी कभी-कभी इनके शिकार हो जाते हैं। इस समस्या की चर्चा महात्मा जन्नायों के ही शब्दों में सुनें—

*"Verbs frequently change their forms and ending to make themselves agree with their nominatives. How necessary it is, then, to know what is, and what is not, a nominative in a sentence!"*

—COBBETT : A GRAMMAR OF THE ENGLISH LANGUAGE



co-operation between the two countries have increased (c) The condolence messages received on the death of Dr. Jha speaks highly of his greatness. (d) The rules of this book is easy (e) To these are added this (f) Much of what you have written have already been discussed (g) One of the guests were eager to make a pleasing impression on everyone

*Hints*—(a) have, (b) has, (c) speak, (d) are, (e) is, (f) has, (g) was

## Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) The standard of answers—very low. (b) The standard of living of most of the people of the under-developed countries—not high. (c) Sweet—the uses of adversity. (d) My suggestions for improvement—accepted (e) Too great a variety of studies—not very useful (f) The cost of iron and cement—too high (g) The colour and the smell of this flower—very pleasing

*Hints*—(a) is or was, (b) is; (c) are, (d) are or were, (e) is, (f) is, (g) are.

## Rule II. Indefinite Number + of + Noun

कुछ बच्चों को बरखर हम प्रहार होती है—Indefinite Number + of + Noun/  
Pronoun, जैसे—

*a number of boys*  
*most of the boys*  
*some of the men*  
*heaps of cups*  
*lots of troubles*

इन सभी उदाहरणों में of के पहले ऐसे शब्द आये हैं जिनसे Indefinite Number (अनिश्चित संख्या) का बोध होता है। ऐसे वाक्यों में of के बाद आने वाले Noun के अनुसार Verb का Number और Person होता है। Indefinite Number को इस सूची को ध्यान में रखें, क्योंकि ये ही शब्द साधारणतया of के पहले आते हैं और Indefinite Number का बोध कराते हैं—a number, a quarter, two-thirds, three-fourths, all, some, most, mass, minority, majority, part, plenty, per cent, proportion, rest, remainder, half, heaps and lots. उदाहरण—

*"There are a large number of people...who believe that all ills are fundamentally economic."*

—T. S. ELIOT

*"There were a number of such little reasons."* —ALDOUS HUXLEY

*"... a number of politicians were struggling to preserve the great traditions of republican Rome."*

—H. G. WELLS

*"A number of quotations are added to show how common the abuse is. ."*

—H. W. FOWLER

*"A large number of formal restrictions and ancient 'thou shalt nots' of academic grammar are now completely outmoded."*

—NORMAN LEWIS



*"Between them there is plenty of room for most talents to breathe freely."*  
—G. B. SHAW

*"There are plenty of ecstatic instants which are valueless."*  
—I. A. RICHARDS

*"A large proportion of these essays deal with ethical qualities."*  
—HUGH WALKER

*"A large proportion of this northern army was British"*  
—H. G. WELLS

*"A large part of the distinctive features of the mind are due to its being an instrument for communication."*  
—I. A. RICHARDS

*"For some three or four hundred years a good part of Asia was under a kind of eclipse. . . ."*  
—JAWAHARLAL NEHRU

*"...most of human life has to disappear before he can do us a novel."*  
—E. M. FORSTER

*"Most of those who use it are probably unaware that... 'assets' is itself a singular."*  
—H. W. FOWLER

*"The rest of the prose of the age is too voluminous."*  
—IFOR EVANS

*"The majority of writers never pass that stage."* —EZRA POUND

इन सभी वाक्यों में of के बाद बने वाले Noun के अनुसार ही Singular या Plural Verb का प्रयोग किया गया है, जो शुद्ध है। कुछ और उदाहरण देखें—

A number of boys are absent.

A quarter of it is.

A quarter of them are.

Two-thirds of the site is lovely.

Two-thirds of the sites are ugly.

The rest of the book is unfinished.

The rest of the books are unfinished.

Half of it is.

Half of them are.

A part of the mango is rotten.

A part of the mangoes are rotten.

Lots of men have come.

Lots of ammunition has been prepared.

About 30 per cent of votes have been polled.

About 30 per cent of the amount has been spent.

इन वाक्यों में of के पहले Indefinite Number का प्रयोग हुआ है। हमें इन of के बाद बने वाले Noun के अनुसार Verb का प्रयोग करना है।

Note (a)—यदि 'lots' के बाद of के बदले किसी Infinitive का प्रयोग हो तो वैसे हालत में उसको (lots को) singular माना जाता है; क्योंकि Infinitive एक Noun के बराबर होता है, जैसे—

There *is* lots to say.

There *is* still lots to do

यहाँ are का प्रयोग अशुद्ध होता है।

Note (b)—Number के पहले the या Possessive Adjectives (your, our या their) के आने पर Verb सदा singular रहता है, क्योंकि ऐसी अवस्था में वह (number) Indefinite Number का बोध नहीं करता है, जैसे—

"The number of potential poets born varies... from age to age."

—F. R. LEAVIS

"The number of persons interested in philosophy is always small."

—T. S. ELLOT

इस प्रकार 'the number' और 'a number' में बहुत अन्तर है। पहले के साथ सदा Singular Verb का प्रयोग होता है और दूसरे के साथ सदा Plural Verb का, क्योंकि 'the number' का अर्थ होता है 'एक निश्चित संख्या' (figure), पर 'a number' का 'बहुत' (many), जैसे—

A number of boys *have* come.

The number of boys *is* increasing.

यहाँ a number of boys का अर्थ है 'बहुत लड़के,' पर the number of boys का अर्थ है, 'लड़कों की संख्या'। इन्हीं अर्थों को ध्यान में रखकर इनके साथ Verb का प्रयोग करें।

Note (c)—यदि of के पहले 'the percentage' (per cent नहीं) रहे, तो Verb सदा Singular होता है, जैसे—

The percentage of failures *is* small

The percentage of illiterate persons *is* very high

## EXERCISE

### Q. 1. Correct the sentences—

(a) The number of seats in all the colleges have been doubled. (b) A number of questions has been set (c) Heaps of sand are lying on the bank. (d) The rest of what he said were not heard (e) Part of one of the lower galleries were occupied by musicians in the Elizabethan age. (f) Some of the original freshness of his works are still there. (g) The weakness lies in the middle scenes, some of which is crude (h) There are still lots to decide

Hints—(a) has, (b) have, (c) is, (d) was, (e) was, (f) is, (g) are, (h) is

### Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) There—a number of books in my library.

(b) The number of fools in every society—large.

- (c) There—still lots to say on this point.  
 (d) A greater part of the mangoes—rotten  
 (e) Two-thirds of the book—finished.  
 (f) Most of his early youth—spent at home

*Hints*—(a) are; (b) is; (c) is, (d) are; (e) is; (f) was.

### Rule III. Collective Noun + of + Noun

कुछ वाक्यों की बनावट इस प्रकार की होती है—Singular Collective Noun + of + Plural Noun, जैसे—

a series of mountains.

a set of books

ऐसे वाक्यों में Singular Verb का प्रयोग होना चाहिए, क्योंकि of के पहले Collective Noun के आ जाने से इन बहुत वस्तुओं के एक समुदाय (collection) का बोध होता है और वह collection एकता (unity) का अर्थ सूचित करता है। वे Plural Nouns एक मूल में बैठकर सिर्फ एक ही वस्तु (object) का बोध कराते हैं। जिन Plural Nouns से अनेकता (diversity) का अर्थ कलकता है वे Collective Noun के द्वारा एकता (unity) प्राप्त कर लेते हैं। इसी एकता का अर्थ सूचित करने के लिए वे Plural Nouns को of से जोड़कर एक बना दिया जाता है। वही कारण है कि ऐसे वाक्यों में Subject को Singular मानकर Singular Verb का प्रयोग किया जाता है। इसलिए यदि of के पहले a set, a series, a team, a batch, a bunch, a band, a bevy, a flock, a group, a class इत्यादि Singular Collective Nouns आये तो Singular Verb का प्रयोग करें, जैसे—

*"Besides Hardy, Yeats and De La Mare, there was supposed to be a galaxy of Georgian poets"*

—F. R. LEAVIS

*"Then there is the central group of Georgian poets."*

—F. R. LEAVIS

*"On the other hand is a set of quite different factors."*

—I. A. RICHARDS

*"There is a large class of persons... who regard any censure upon a great poet as a breach of peace....."*

—T. S. ELIOT

*"A series of coincidences has permitted me to demonstrate the How To Read thesis in a medium nearer to poetry than painting is."*

—EZRA POUND

कुछ और उदाहरण हैं—

A set of combs has been purchased.

A team of speakers has been selected

A bunch of keys is lying there.

## EXERCISE

## Q. Correct the following sentences—

(a) A parcel of books have been received. (b) A basket of mangoes are there. (c) A chain of pearls have been prepared. (d) A band of musicians have been engaged. (e) A batch of delegates have been formed.

*Hints—* Use singular verbs in all the sentences.

## Rule IV. Collective Noun and the Verb

जब वाक्य का Subject Collective Noun होता है और उसके बाद of के द्वारा जुड़ा हुआ कोई Plural Noun नहीं रहता है, तब Verb के प्रयोग में एक कठिनाई सामने आ जाती है, क्योंकि वैसी अवस्था में उसे हम निस्तब्ध Singular या Plural नहीं मान सकते। ऐसा इसलिए होता है कि Collective Noun और Noun of Multitude की सीमा निर्धारित नहीं है। आप जानते हैं कि जब Collective Noun का प्रयोग singular अर्थ में होता है, तब उसे Collective Noun कहा जाता है, पर जब उसका प्रयोग plural अर्थ में होता है, तब उसे Noun of Multitude के नाम से पुकारते हैं, जैसे—

Government, jury, public, committee, federation.

जब इन Nouns का प्रयोग singular में किया जाता है, तब उन्हें Collective Nouns कहते हैं और जब उन्हें plural में प्रयोग किया जाता है, तब Nouns of Multitude.

इस समस्या यह खड़ी होती है कि किस अवस्था में उन्हें Collective Nouns मानकर (अर्थात् Singular मानकर) Singular Verbs का प्रयोग किया जाए और किस अवस्था में Nouns of Multitude मानकर (अर्थात् उन्हें plural मानकर) इनके साथ Plural Verbs का प्रयोग किया जाए। नैसफिल्ड (Nesfield) साहब ने लिखा है—*The Jury were divided* पर, फाउलर (Fowler) साहब के मतानुसार *The Jury was divided* लिखना कहीं अच्छा होता।

अब हम महान् आचार्यों के बीच इतना गहरा मतभेद है, तो फिर साधारण लोगों का कहना ही क्या! वास्तव में, यह निर्णय करना कि किस अवस्था में उन्हें Singular और किस अवस्था में Plural माना जाए, कठिन है। इसलिए आप ऐसे मकड़-दान में एक सरल नियम को महायत्ना लें—आप अपने हृच्छानुसार उन्हें Singular या Plural कोई एक मान लें और उस निश्चय पर दृढ़ होकर विरनास के साथ Singular या Plural Verbs का प्रयोग करें। इनका अर्थ यह है कि यदि आप उन्हें एक बार Singular मान लेते हैं तो इनके साथ Singular Verbs और Pronouns का प्रयोग आरम्भ से अन्त तक करें, पर यदि उन्हें आप Plural मानते हैं (क्योंकि आपकी ऐसी इच्छा होती है), तो उन्हें आरम्भ से अन्त तक Plural ही मानें। आप दोनों मशा एक साथ नहीं उठा सकते, अर्थात् उन्हें आप एक बार Singular और दूसरी बार Plural नहीं मान सकते। जो उन्हें Singular मानकर Singular Verbs का प्रयोग करेंगे वे पूरा इनका पालन और जो उन्हें plural मानेंगे उन्हें भी उतना ही चाहिए मिलेगा, जैसे—

*The Government has decided so in its own interest.*

*The Government have decided so in their own interest.*



a memorandum for the fulfilment of their demands. (f) The government has to do so in their own interest.

*Hints*—(a) are their or is its; (b) its...has or their...have; (c) has...its or have...their; (d) have...their...them or has...its...it; (e) has its or have...their; (f) has its or have...their.

### Rule V Weights & Measures and the Verb

यदि वाक्य का Subject कोई ऐसा Noun हो जिससे निश्चित weights, measures, amount या distance (माप-तौल या परिमाण) कम या दूरी का बोध हो, तो Plural रहने पर भी ऐसे Subject के साथ Singular Verb का प्रयोग होता है क्योंकि उनसे एक निश्चित मात्रा या परिमाण का भाव कलकता है; संख्या (number) का नहीं, जैसे—

*Ten miles is a long way to walk.*

*Five rupees is equal to five hundred paise.*

इन वाक्यों में पहले का कर्ता miles है जो plural है, पर इसके साथ Singular Verb (is) का प्रयोग है, क्योंकि यहाँ ten miles का अर्थ है—a distance of ten miles, जो एक मूल्य को माप (measurement) बताता है। दूसरे वाक्य में rupees और paise दोनों Plural हैं और दोनों ही कर्ता हैं पर उनके लिए Singular Verb (is) का प्रयोग ठीक है, क्योंकि उनसे एक रकम (amount) का बोध होता है। इसी प्रकार ये वाक्य भी ठीक हैं—

*Three tons of coal is enough for me.*

*Twenty pounds is a handsome amount.*

यहाँ three tons से एक वस्तु की तौल (weight) का बोध होता है और twenty pounds से एक रकम (amount) का। इसलिए Plural रहने पर भी tons और pounds के लिए Singular Verb का प्रयोग ठीक है। ऐसा ही कदोस मछलियाँ देवक बरने है

*"Between 1630 and 1643 2,00,000 was spent in conveying 20,000 men, women and children to New England in 200 ships.*

—G. M. TRIVELIAN

And again,

*"Three thousand miles was a very long way. . ."*

—G. M. TRIVELIAN

### EXERCISE

Q. 1. *Correct the following sentences—*

- (a) Ten rupees were paid to him. (b) Sixty miles are a long distance.  
(c) There are five rupees in my pocket. (d) Three maunds of coal are my monthly requirement.

*Hint*— Use Singular Verbs in all the sentences.

## Q. 2. Fill up the blanks with suitable Verbs—

(a) There—ten rupees on the table. (b) Five maunds of rice—purchased yesterday (c) Ten miles—not a long distance.

*Hints—* Use Singular Verbs in all the sentences

## Rule VI. Names and Titles and the Verb

यदि वाक्य का Subject किसी व्यक्ति वा देश का नाम (name) हो या किसी पुस्तक का शीर्षक (title) हो, तो उसके लिए Singular Verb का प्रयोग होता है, क्योंकि उस Name या Title से एक ही वस्तु का बोध होता है, जैसे—

*The United States of America is a great country.*

*Arabian Nights is a popular book.*

*Lamb's Tales From Shakespeare is widely read.*

इन सभी वाक्यों में Singular Verb का प्रयोग ही शुद्ध है, क्योंकि इनका Subject किसी देश या पुस्तक का नाम है। इसको पहचानने में कोई कठिनाई नहीं होती, क्योंकि ऐसी अवस्था में Names & Titles के सभी शब्द Capital Letters से शुरू होते हैं।

*Note—*आमकल खेल-कूद (sports) की दुनिया में, देश, प्रान्त या क्लब के नाम (name) भी Plural अर्थ में प्रयोग किये जाते हैं, जब उनसे एक Team (टीम) का बोध होता है, एक देश, प्रान्त या क्लब के नाम का नहीं। ऐसे अर्थ में Team का प्रयोग Noun of Multitude की भाँति Plural में होता है और इसलिए Plural Verb का प्रयोग होता है, जैसे—

*India have lost by three wickets.*

*Bihar were defeated by Bengal in the first Test Match*

*Australia have won.*

इन वाक्यों में India, Bihar और Australia के लिए Plural Verb का प्रयोग किया गया है जो शुद्ध है, क्योंकि यहाँ इनसे एक देश या प्रान्त के नाम (name) का बोध नहीं होता, बल्कि एक Team का अर्थ सूचित होता है और इसलिए Noun of Multitude की भाँति plural में प्रयुक्त होता है। ऐसे प्रयोग आमकल समाचार-पत्रों और रेडियो में अधिक मिलते हैं। हाँ, ऐसी अवस्था में इनका प्रयोग Singular अर्थ में, Collective Noun की भाँति, शुद्ध नहीं माना जा सकता।

## EXERCISE

## Q. Correct the following sentences—

(a) New Bearings have been written by Leavis. (b) T. S. Eliot's Selected Essays are a standard book of criticism. (c) New Bearings in English Poetry are worth reading. (d) Aspects Of The Novel have been written by Forster (e) Hard Times are a great novel. (f) To Daffodils have been composed by Herrick. (g) Dickens have criticised utilitarian philosophy in Hard Times. (h) The United States of America are a big power.

*Hints—* Use Singular Verbs in all the sentences.

## Rule VII. The Inseparables and the Verb

कुछ Nouns ऐसे हैं जो सदा एक साथ जोड़े (Pair) बनकर रहते हैं। उन्हें Inseparables कहा जाता है, क्योंकि उनका एक भाग दूसरे भाग से अलग नहीं होता। वे Nouns हैं—scissors, shears and trousers. वाक्य में Subject की भाँति प्रयुक्त होने पर इनके साथ Plural Verb का प्रयोग होता है, क्योंकि ये निस्सन्देह Plural हैं; पर यदि इनके पहले a pair of आये, तो Singular Verb का प्रयोग होता है, क्योंकि ऐसी अवस्था में इनके दो भागों से एक ही वस्तु का बोध होता है, जैसे—

*My scissors are sharp.*

*A pair of scissors has been purchased.*

*Trousers are used by many Indians.*

*A pair of trousers has been made for me.*

## Rule VIII. The Hyphenated Expression

कुछ वाक्यों में Singular Noun के बाद एक Preposition आता है और उसके बाद वही Noun को दुहराया जाता है। शब्दों को ऐसी बनावट को Hyphenated Expression कहा जा सकता है, जैसे—row upon row; ship after ship. ऐसे expression के साथ Singular Verb का प्रयोग होता है—

*"Letter after letter describes his struggle to find expression."*

—RALPH FOX

*Row upon row of delicate green is soothing to our eyes.*

*Ship after ship is sailing by.*

*One hour after another (hour) has passed away.*

इन वाक्यों में Plural Verb का प्रयोग अनुचित होता।

## Rule IX. Noun-equivalents and the Verb

यदि वाक्य का Subject कोई Noun-equivalent (Noun के समान प्रयुक्त होने वाला शब्द) हो, तो Verb Singular होता है, जैसे—

*To walk is healthy.*

*Walking is a healthy exercise.*

*How to do it is a problem.*

*That he is poor is known to me.*

यहाँ पहले वाक्य में 'to walk' एक Infinitive है, दूसरे में 'walking' एक Gerund, तीसरे में 'how to do it' एक Phrase और चौथे में 'that he is poor' एक Clause. ये सभी Noun-equivalents हैं। इसलिए इनके लिए Singular Verb का प्रयोग हुआ है, जो शुद्ध है। यहाँ Plural Verb का प्रयोग सर्वत्र अनुचित होता।



### Rule X. The Adjective and the Verb

यदि Adjective का प्रयोग Noun की तरह हो और उसमें बहुत व्यक्तिवाँ या वस्तुवाँ का बोध हो, तो वाक्य का Subject होने पर उसके साथ Plural Verb का प्रयोग होता है, जैसे—

The *rich* are happy.

The *poor* are unhappy.

The *honest* are poor.

The *virtuous* are blessed.

The *blind* do not receive light.

इन वाक्यों में Singular Verb का प्रयोग बहुत ही गलत है।

### Rule XI. 'Many a an' and 'More than one'

Many a/an और more than one के साथ हमें Singular Verb का प्रयोग होता है, जैसे—

Many a man was killed.

More than one boy was absent.

इस सम्बन्ध में इस विचार पर ध्यान दें—

*"More than one, though its sense is necessarily plural, is treated as a sort of compound of 'one', following its construction and agrees with a singular noun and takes a singular verb—*

More than one workman was killed.

More than one workman was killed, not 'workmen' or 'were'.

—FOWLER : MODERN ENGLISH USAGE

देखिए, इस वाक्य में नियम का पालन हुआ है—

*"Many of you will have the burden of facing these problems which ... may last for a generation or more than one generation."*

—JAWAHARLAL NEHRU

### EXERCISE

Q. Correct the following sentences—

(a) More than one men were rewarded. (b) Many a books have been written. (c) More than one hours have passed. (d) Many a roses bloom and waste themselves in the desert air. (e) Many an ugly scenes were seen.

Hint:—(a) man was; (b) book has; (c) hour has; (d) rose blooms and wastes itself; (e) scene was.

## Rule XII. The Apposition and the Verb

यदि Apposition का प्रयोग हो, तो Verb सदा Apposition पद के पहले आने वाले Noun या Pronoun के अनुसार होता है, Apposition पद के अनुसार नहीं, जैसे—

*I, Rajendra Prasad, am a student.*

*You, boy, are very wicked.*

यहाँ पहले वाक्य में Rajendra Prasad और दूसरे में 'boy' Apposition पद हैं, क्योंकि इनका प्रयोग I और You के शब्द को स्पष्ट करने के लिए या इनको व्याख्या के रूप में दिया है और इनको comma के बीच रखा गया है। इसलिए इन वाक्यों के Verbs Apposition पद के पहले आने वाले Pronouns (I और You) के अनुसार हैं, Apposition पद (Rajendra Prasad और boy) के अनुसार नहीं। इन वाक्यों में am और are के बदले is का प्रयोग सर्वत्र भूल समझा जाता।

## EXERCISE

## Q. Correct the following sentences—

(a) I, Mohan, is a student of I. A. (b) You, the son of a rich man, is very lucky. (c) He, the only son of his old parents, are very dutiful (d) I, the man you were looking for, is here (e) You, my life-long companion, has been very helpful.

Hints— (a) am; (b) are; (c) is; (d) am; (e) have.

## Rule XIII. Distributive Pronouns and the Verb

यदि वाक्य का Subject कोई Distributive Pronoun (each, every, one, either या neither) हो तो Verb सदा Singular होता है, जैसे—

*Each of them has gone.*

*Neither of the two views is acceptable.*

यहाँ Plural Verb का प्रयोग सर्वत्र अनुचित होता। इस सम्बन्ध में हम निम्न पर ध्यान दें—

*"Each as subject is invariably singular, even when followed by 'of them' etc., e.g. Each of the wheels has three spokes."*

—FOWLER : MODERN ENGLISH USAGE

And again,

*"The use of plural verb after Either, or, in 'Either of these methods are successful' is a common grammatical blunder."*

—FOWLER : MODERN ENGLISH USAGE

हम छोटे निम्न का उल्लेख करते हैं इन श्रेणियों में सर्वत्र भूल हो है—

*".....but neither of them were able to enter it."*

—S. RICHARDSON

*"Neither of these two were more than minor poets."*

— LAWRENCE DURRELL

*"Each of these are a series of moral essays."*

— OLIVER ELTON

इन वाक्यों को देखकर ध्यान देना न भूलें कि व्याकरण का यह नियम अब प्रयोग में नहीं है। आज भी साक्षरानुसारी लेखक इस नियम का पालन सम्मान के साथ करते हैं। अमेरिका में भी, जहाँ व्याकरण के बहुत-से पुराने नियमों को खर तोड़ दिया गया है, इसका पालन किया जाता है। देखिये अमेरिका के प्रसिद्ध व्याकरणकार्यों के वाक्यों को—

*"Neither of Bile's sisters has much luck in snaring a husband."*

— NORMAN LEWIS

*"Is either of your sisters working?"*

— NORMAN LEWIS

Note— यदि Each का प्रयोग Plural Noun या Pronoun के बाद हो, तो Verb Plural होता है, जैसे—

*We each wish to rise.*

इस वाक्य का Verb (wish) Plural है, क्योंकि Each का प्रयोग Plural Pronoun (we) के बाद हुआ है। एक दूसरा उदाहरण भी लें—

*The wheels each have twelve spokes.* यहाँ Plural Noun (wheels) के बाद Each आया है। इसलिये Plural Verb (have) का प्रयोग शुद्ध है। इन दोनों वाक्यों में Singular Verb का प्रयोग असुद्ध समझा जाता।

## EXERCISE

**Q. 1. Correct the following sentences—**

(a) Either of these methods are successful. (b) The conception is faulty for two reasons, neither of which are noticed by Plato. (c) Neither of them were there. (d) Either of the roads are long. (e) Each of the students have to pay college tuition-fee every month. (f) Everyone of his sisters are unmarried. (g) They each has a book.

*Hints— Use Singular Verbs in all the sentences except in (g).*

**Q. 2. Fill up the blanks with suitable Finite Verbs—**

(a) Either of the two roads—bad. (b) Neither of the sisters—married. (c) Each of them—present. (d)—either of your sisters working? (e) Everyone of them—a fool. (f) We each—a problem.

*Hints— Use Singular Verbs in all the sentences except in (f).*

## Rule XIV. Indefinite Pronouns and the Verb

जब वाक्य का Subject कोई Indefinite Pronoun होता है तब साधारणतः कोई कठिनाई नहीं होती है, क्योंकि वह निस्सन्देह Singular होता है या Plural, जैसे—*one,*

everyone, anyone, no one, someone, nobody & somebody सदा singular रहते हैं और इसलिए इनके साथ Singular Verb आता है।

इसी प्रकार both, many, some, and few plural हैं। अतः इनके साथ Plural Verb आता है, जैसे—

*Everyone knows this.*

*Many of them know this.*

*No one knows this.*

*Both of them know this.*

*Someone has said so.*

तोन ऐसे Indefinite Pronouns हैं जिनके प्रयोग में कुछ कठिनाई होती है ; ये हैं—  
none, any, all इसलिए इनकी चर्चा भिन्नतरपूर्वक की जाती है।

## NONE

None के साथ Singular Verb का प्रयोग हो या Plural का, इस सम्बन्ध में इन विचारों पर ध्यान दें—

*"None is an abbreviated form of not-one or no-one and would, therefore, seem to be singular, but in its context it usually has a plural sense—'At the time of the collision several persons were in the tram-car but none were injured.' Only a literary purist would write 'was' and he would probably be influenced by Dryden's famous line—None but the brave deserves the fair. But in a mistaken devotion to grammar he would be sinning against usage."* —G. H. VALLINS : GOOD ENGLISH

*"None is more often used with the Verb in the plural and has come to be regarded as the negative of 'any' (plural)."*

—L. TIFFINO : A HIGHER ENGLISH GRAMMAR

*"None was originally used only as singular but it has also acquired a plural meaning—None have gone away yet."*

—NESFIELD : AIDS TO STUDY OF ENGLISH COMPOSITION

*"It is a mistake to suppose that the Pronoun 'none' is singular only and must at all costs be followed by Singular Verbs; The Oxford English Dictionary explicitly states that plural construction is commoner."*

—FOWLER : MODERN ENGLISH USAGE

इन आचार्यों के कहने का अविशय यह है कि अब आधुनिक अंगरेजी में None का प्रयोग plural में हो जाता है जैसा कि ऊपर के उदाहरणों द्वारा भी बतलाया गया है—

*None were injured.*

*None have gone away yet.*

इन वाक्यों की संरचना देखें -

"He lived in the Victorian period *because of* *dis*harmonies because for him there were none."

—F. R. LEAVIS

"He looks constantly to see whether there are any more. There are none."

G. B. SHAW

"None of his translations have been able to catch the manner."

THE KENTON REVIEW : Spring '55

"None of the military services get all they want, none are crippled."

THE NEW YORK TIMES : Jan. 20, '57

"none of the ruinous characters are fast decorative."

E. M. FORSTER

"... which stares and gapes at nature, or trembles at portents where none were intended."

—BASIL WILLEY

इन वाक्यों में none की plural वाक्य तक नहीं Plural Verb का प्रयोग किया गया है। व्याकरणशास्त्रों के मान्यताओं की, निम्नलिखित वाक्यों को बनाते रहें हैं, ऐसा प्रयोग नहीं है। पर इन वाक्यों को देखें—

"I would suggest that none of the plays of Shakespeare has a meaning..."

—T. S. ELIOT

"None of the obvious complaints that were or might have been brought to bear upon the first Poems and Ballads holds good."

—T. S. ELIOT

"None of his works shows more clearly how wide and unexpected were the resources of his genius."

—IFOR EVANS

"... which none of his imitators have approached."

—IFOR EVANS

यहाँ पहले दो वाक्यों में Singular Verbs (has and holds) का प्रयोग किया गया है, क्योंकि Eliot साहब ने none को Singular माना है। तीसरे वाक्य में इसके लिए Ifor Evans साहब ने Singular Verb का प्रयोग किया है, पर उसी लेखक ने चौथे वाक्य में Plural Verb का प्रयोग किया है। इससे यह स्पष्ट है कि none का प्रयोग आजकल दोनों ही प्रकार से हो रहा है। कोई इसे singular मानता है और कोई plural और कोई कभी singular और कभी plural के जैसा प्रयोग करता है। मेरे विचार में, व्याकरण और प्रयोग दोनों ही दृष्टियों से, सर्वोत्तम मार्ग यह है कि कभी none के साथ आप Singular Verb का प्रयोग करें और none of के बाद Plural Noun या Pronoun आने पर इसके साथ Plural Verb का। यदि Eliot साहब ने ऊपर के अपने वाक्यों में Plural Verb का प्रयोग किया होता तो और अच्छा होता, पर यह कहना उचित नहीं कि उनके वाक्य अशुद्ध हैं। आप इतना ही कह सकते हैं कि वे वाक्य कुछ पुराने लगते हैं।

## ANY

Any का प्रयोग singular और plural दोनों ही तरह से होता है, जैसे—

*Does any of them know ?*

*Do any of them know ?*

*Any of these is long enough.*

*Any of these are long enough.*

Any के साथ Verb के प्रयोग में बहुवचन नहीं होती, क्योंकि इसके साथ Verb singular होता है और plural भी, जैसा कि इन वाक्यों से स्पष्ट है :

## ALL

All का भी प्रयोग singular और plural दोनों ही तरह से होता है; जैसे—

*All is well. All are well.*

ये दोनों वाक्य शुद्ध हैं। हाँ, इनके अर्थों में अंतर अवश्य है। पहले वाक्य में All से everything या whole (singular) का बोध होता है, पर दूसरे से all persons या things (plural) का। कुछ और उदाहरण लें—

*All's well that ends well.*

*All that glitters is not gold.*

इन वाक्यों में All का प्रयोग everything के अर्थ में हुआ है और इसलिए Singular Verb का प्रयोग किया गया है। जब all का अर्थ all men या things हो तो Plural Verb का प्रयोग होना चाहिए, पर जब all का अर्थ everything या whole हो, तो Singular Verb का। इसलिए all of us knows और all has gone away, अशुद्ध वाक्य हैं, all is not yet lost शुद्ध है।

## Rule XV. 'Former,' 'Latter,' 'Following' and 'Undersigned'

Pronoun की भाँति इनका प्रयोग Noun के बदले में होता है और इसलिए वाक्य में उनके साथ Verb singular भी हो सकता है और plural भी। यदि इनका प्रयोग केवल एक Noun के बदले में हो, तो Verb singular होता है, पर यदि ये एक से अधिक Noun के बदले में आँवें तो Verb plural, जैसे—

*"The great advantage of Dryden over Milton is that the former is always in control of his ascent... the latter has created a perch from which he cannot afford to fall. ..."*

—T. S. ELIOT

*"It is what makes Marvell a classic; classic in sense in which Gray and Collins are not; for the latter with all their accredited purity, are poor in shades of feeling."*

—T. S. ELIOT

यहाँ पहले वाक्य में the former और the latter के लिए Singular Verb आया है, क्योंकि ये दोनों ही Singular Noun के लिए प्रयुक्त हुए हैं—the former 'Dryden' के लिए और the latter 'Milton' के लिए। दूसरे वाक्य में the latter के लिए

Verb (are) का प्रयोग हुआ है, क्योंकि यहाँ यह दो Nouns (Gray and Collins) plural के लिए आया है। अतः यहाँ are के बदले is का प्रयोग अशुद्ध होता। The following के साथ भी यही नियम लागू होता है, "हे—

*"The following have left the Raj Bhawan—*

*Dr. V. K. R. V. Rao and Shri N. B. Subbakrishna."*

—THE INDIAN NATION : Feb. 18, '57

*"Following is the All-India weather report."*

—THE INDIAN NATION : Feb. 18, '57

यहाँ पहले वाक्य में the following के साथ Plural Verb (have) का प्रयोग शुद्ध है, क्योंकि यहाँ यह दो व्यक्तियों के लिए आया है। दूसरे वाक्य में following के साथ Singular Verb (is) का प्रयोग हुआ है जो शुद्ध है, क्योंकि यहाँ यह Singular Noun (report) के लिए प्रयुक्त हुआ है।

Note—एक बात याद रखें कि former, latter, following तथा undersigned में s लगाकर उन्हें Plural बनाना भूल है। अतः following का followings और undersigned का undersigneds नहीं हो सकता।

## EXERCISE

### Q. Correct the following sentences—

(a) Both Keats and Shelley are good poets but the latter are not as great as the former. (b) Shaw and Shakespeare are great dramatists, but the difference is that the former are anti-romantic whereas the latter are romantic. (c) The following are the weather report. (d) The undersigneds request the pleasure of your company.

Hints—(a) the latter is; (b) the former is . . . the latter is; (c) is; (d) undersigned.

### Rule XVI. Subject + Verb 'to be' + Complement

कुछ वाक्यों की बनवट इस प्रकार की होती है—Subject + Verb 'to be' + Complement, जैसे—

It is he. It is they.

यहाँ इन वाक्यों में 'It' Subject है, 'is' Verb 'to be' और 'he' तथा 'they' Complements हैं। ऐसे वाक्यों में Verb 'to be' का number और person Subject के अनुसार होता है। Complement के अनुसार नहीं। Subject का पहचानने में कोई भी कठिनाई नहीं होती है, क्योंकि Assertive Sentence में Verb 'to be' के पहले जो Noun वा Pronoun रहता है वह Subject होता है और Verb 'to be' के बाद जो Noun वा Pronoun आता है, वह होता है Complement, जैसा कि ऊपर के वाक्यों में स्पष्ट है। इसलिए दूसरे वाक्य की it is they के पहले it are they कर देना गलत होगा। जो लोग it are they कर देते हैं वे समझते हैं कि 'they' Subject है, पर वास्तव

में यह है Complement और इसलिए इसका बस Verb के ऊपर नहीं पड़ सकता। कुछ और उदाहरण लें—

The last *crop* was potatoes.

Our only *guide* was the stars.

इन वाक्यों में Singular Verb 'was' का प्रयोग शुद्ध है; क्योंकि यह Singular Subject, क्रमशः 'crop' और 'guide' के अनुसार प्रयुक्त हुआ है। यदि यहाँ potatoes और stars को Subject मान कर Plural Verb का प्रयोग किया जाता तो वह अशुद्ध हो जाता। इस सम्बन्ध में इस नियम को याद रखें—

*"The Noun that stands before the Verb should be regarded as the Subject and the Verb adapted to it."* —FOWLER : KING'S ENGLISH

अच्छे लेखक इस नियम का पालन आदरपूर्वक करते हैं—

*"What concerns criticism is not the avowed or unavowed motives of the artist. . . "* —I. A. RICHARDS

*"Coleridge's supreme contribution to poetry was the three poems."* —C. M. BOWRA

Note—(a) एक बहुत पुराना पर प्रसिद्ध वाक्य है—

The wages of sin is death.

यहाँ Singular Verb (is) का प्रयोग कर दिया गया है यद्यपि Subject (wages) plural है। आधुनिक प्रयोग के अनुसार यहाँ are होना चाहिए। लेखक ने शायद wages को Singular मानकर या death को Subject समझकर Singular Verb का प्रयोग किया है। आप देखा न करें और न इसके आधार पर कोई दूसरा वाक्य बनायें।

(b) ऊपर कहा गया है कि Verb 'to be' के पहले आने वाला Noun या Pronoun हो Subject होता है, पर Interrogative sentence में Verb 'to be' के बाद आने वाला Noun या Pronoun हो Subject होता है, Verb 'to be' के पहले आने वाला नहीं, जैसे—

What proof are these tears ?

यहाँ are के बाद आने वाला Noun (tears) Subject है, इसके पहले आने वाला Noun (proof) नहीं, क्योंकि यह Interrogative sentence है। अतः Plural Verb का प्रयोग शुद्ध है। इसलिए,

What armour is your achievements against death ?

में Plural Verb 'are' का प्रयोग होना चाहिए, क्योंकि यहाँ Subject achievements, armour नहीं।

## EXERCISE

Q. Correct the following sentences—

(a) The only difficulty are the fast changes brought about. (b) The most pompous monument of Egyptian greatness are the pyramids. (c) My great need



are the clothes. (d) Man's only friend are his moral qualities. (e) What he requires are books and clothes. (f) The trouble with most men's family lives are their mothers in law. (g) What we need in the modern world are moral qualities. (h) I is he. (i) He am I. (j) You is he. (k) It are they.

*Hint*—Use Singular Verbs in all the sentences from (a) to (g), but 'am' in (h); 'is' in (i), 'are' in (j), and 'is' in (k)

### Rule XVII. Relative Pronouns and the Verb

यदि Subject कोई Relative Pronoun (who, which, or that) हो, तो Verb उसके Antecedent के अनुसार होता है। Antecedent उस Noun या Pronoun को कहते हैं जो Relative Pronoun के पहले आता है, क्योंकि जिसके लिए Relative Pronoun का प्रयोग होता है, जैसे—

*The man who is here is my friend.*

*The men who are here are my friends.*

यहाँ दोनों ही वाक्यों में Relative Pronoun 'who' है, पर पहले का Antecedent Singular Noun (man) है और दूसरे का Plural Noun (men). अतः पहले वाक्य में Verb singular है और दूसरे में plural. कुछ और उदाहरण हैं—

*I am the man who has helped you.*

*It is I who have helped you.*

पहले वाक्य में Singular Verb का प्रयोग हुआ है, क्योंकि Relative Pronoun (who) का Antecedent (man) singular है। दूसरे वाक्य में Plural Verb (have) का प्रयोग हुआ है, क्योंकि यहाँ Relative Pronoun (who) का Antecedent (I) first person है, जिसके लिए Present Tense में Plural Verb (have) आता है। यहाँ पहले वाक्य में have और दूसरे वाक्य में has का प्रयोग असुद्ध होता।

*Caution*—जब वाक्य में *one of* का प्रयोग हो, तो *of* के बाद आने वाले Noun या Pronoun को ही Antecedent मानें और उसके अनुसार Verb का प्रयोग करें, *of* के पहले आने वाले (one) के अनुसार नहीं, जैसे—

*She is one of those who do not accept this view.*

यहाँ who का Antecedent 'those' है, 'one' नहीं और इसलिए Relative Pronoun (who) के लिए Plural Verb (do) का प्रयोग किया गया है। यहाँ Singular Verb का प्रयोग असुद्ध होता। कथपद अनावधानी के कारण हो इन यद्वात् लेखकों ने इन वाक्यों में Singular Verb का प्रयोग किया है जो उचित नहीं—

*"This, it may be, is one of the first difficulties that faces us in a library."*  
—VIRGINIA WOOLF

*"It was this that was worrying Gide, or rather one of the things that was worrying him...."*  
—E. M. FORSTER

*"One of the qualities that marks the romantic from the classical attitude derives from this difference in the feeling for time."*

—DR. A. A. MENDILLOW

*"I am not one of the desk-pounding types that likes to stick out his jaw."*  
—THE NEW YORK TIMES : Jan. 20, '57

इन वाक्यों में Plural Verbs क्रमशः face, were, mark और like का प्रयोग होना चाहिए, क्योंकि इन वाक्यों में Relative Pronouns के Antecedents हैं क्रमशः difficulties, things, qualities और types जो सभी plural हैं। देखिए, सावधानी से लिखने पर वाक्य शुद्ध होते हैं—

*"He (Dryden) remains one of those who have set standards for English verse...."*  
—T. S. ELIOT

*"His (Andrew Lang's) sonnet is one of the most interesting of the many documents that are to be found in the Oxford Book of English Verse."*  
—F. R. LEAVIS

*"But this is one of the hundred faults.... which do not matter."*  
—OLIVER ELTON

*"Palpable is one of the words that are liable to clumsy treatment of this sort....."*  
—H. W. FOWLER

इन वाक्यों में Relative Pronoun (who, that, which, that) के लिए Plural Verbs का प्रयोग शुद्ध है, क्योंकि इनके Antecedents क्रमशः those, documents, faults और words हैं जो plural हैं। वाप भी चेला हो करें।

## EXERCISE

### Q. 1. Correct the following sentences—

(a) He is one of the best men that has ever lived. (b) I am the man who am to blame (c) You are the boy who have beaten me (d) It is you who has said so. (e) I am one of those who am of a different view. (f) He is one of those who has served this country heart and soul. (g) I am the man who have done it. (h) This is an epoch of one of the most singular discoveries that has been made amongst men. (i) It is I who is your best friend

Hints— (a) have; (b) is; (c) has; (d) have; (e) are; (f) have; (g) has; (h) have, (i) am.

### Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) It is I who—responsible for this. (b) I am the man who—guilty. (c) This is one of the hundred facts which—so common. (d) I am the one who—to blame. (e) He is one of those men who—always finding fault (f) You are the person who—really guilty.

Hints— (a) am; (b) is; (c) are; (d) is; (e) are; (f) is

## Rule. XVIII. 'And' and the Verb

Rule (a)— यदि दो या दो से अधिक Nouns या Pronouns को and से जोड़ा जाय, तो Verb plural होता है; जैसे—

*Donne and Swift were men of wit.*

*Two and two make four.*

*She and I are friends.*

*You and he are neighbours.*

Rule (b)— यदि and से मूल Singular Nouns एक ही व्यक्ति वा वस्तु का संज्ञक होते तो Verb singular होता है; जैसे—

*The Magistrate and Collector is on tour.*

यहाँ दो Singular Nouns (Magistrate and Collector) को and से जोते हैं वह एक ही व्यक्ति का संज्ञक करते हैं, दो का नहीं, क्योंकि लिख रहे हैं Noun के साथ Article का प्रयोग किया गया है। यदि इन दोनों के साथ Article का प्रयोग नुसरा होता, तो वे दो व्यक्तिों का संज्ञक करते और हम अस्मा में plural माने जाते, जैसे—

*The Magistrate and the Collector are on tour.*

इसी प्रकार,

*The poet and philosopher has said so.*

यहाँ Singular Verb (has) का प्रयोग हुआ है, क्योंकि यहाँ एक ही Noun के पहले Article लगा है और हमें यह देना चाहिये होगा कि यहाँ एक ही व्यक्ति poet और philosopher होता है। यदि यहाँ इस संज्ञक दो Nouns के पहले Article का साथ तो हमें मान्य होगा कि वह दो व्यक्ति हैं और हमें Verb plural ही लगाना है; जैसे—

*The poet and the philosopher have said so.*

Note— वास्तविक figures and से मूल होते हैं और उनके साथ Verb 'to be' लगाते हैं, जैसे The 3rd Person Singular (is) का प्रयोग है और Plural (are) भी, जैसे वे लोग हैं, हम लोग हैं, वे हैं, जैसे—

*Two and two is four.*

*Two and two are four.*

यहाँ इस बात का Singular Verb का प्रयोग करते हैं कि यदि से मूल इन संज्ञकों को एक 'Alternative' or 'conjunction' मानते हैं और जो Plural Verb का प्रयोग करते हैं वे उनका अर्थ समझते हैं। वे संज्ञक दो व्यक्ति संज्ञक हैं और हमें यह बात ही लगाना है कि वह दो व्यक्ति हैं। इन संज्ञकों में जो एक ही व्यक्ति का संज्ञक है

"Two and two is four" right. But do not jump to the conclusion that "is" and "are" are both acceptable—both verbs are equally acceptable only when the conjunction is "or". (Newmark 1963: 10) और Plural

का प्रयोग करते हैं कि इन संज्ञकों में Singular Verb 'is' को का प्रयोग माना जायेगा क्योंकि वे 'Alternative' or 'conjunction' हैं और जो Plural Verb का प्रयोग करते हैं वे उनका अर्थ समझते हैं।

*Two and two is four.*

*Two and two are four.*

वे दो व्यक्ति हैं और वे हैं।

**Rule (c)**—कुछ ऐसे Singular Nouns हैं जो and से संयुक्त रहते हैं और प्रयोग में बराबर एक साथ आते हैं, मानो एक Noun दूसरे का जोड़ा (pair) हो। इसलिए ऐसे Nouns को "Parcel Subject" भी कहा जाता है। ऐसे वाक्यों में Verb singular रहता है; जैसे—

*Bread and butter is a rich food.*

*Horse and carriage is waiting at the gate.*

*The crown and glory of life is character*

*Pen and ink is required for me.*

इन सभी वाक्यों में दो-दो Nouns 'and' से जोड़े गये हैं पर Verb है singular, क्योंकि प्रयोग में and से संयुक्त ये Nouns बराबर जोड़े बनकर आते हैं और एक साथ मिलकर एक ही वस्तु का बोध कराते हैं।

**Note**—ऐसे वाक्यों में भी Plural Verbs का प्रयोग हो सकता है और होना भी चाहिए, जब इन जोड़े Nouns से एक वस्तु का नहीं बरन एक से अधिक का बोध होता है। ऐसी अवस्था में Verb के Complement से यह पता चल जाता है कि ये Nouns मिलकर एक वस्तु का बोध कराते हैं या ये अलग-अलग कई वस्तुओं का बोध कराते हैं; जैसे—

*Bread and water are the necessities of life.*

यहाँ 'necessaries' जो Plural Noun है Verb का Complement है। इसके Number से यह पता चलता है कि इस वाक्य में 'bread' और 'water' दो अलग अलग वस्तु हैं, दोनों मिलकर एक नहीं। यदि ये एक ही वस्तु का बोध कराते, तो Complement plural होता ही क्यों? अतः इससे यह स्पष्ट है कि ऐसे वाक्यों में Plural Verb का प्रयोग ज़िला चाहिए। इसी प्रकार यदि वाक्य ऐसा हो—

*Bread and water is the simplest food.*

तो यहाँ Singular Verb (is) का प्रयोग ग़ुड़ होगा, क्योंकि Singular Complement (food) यह बतलाता है कि bread और water दो अलग-अलग वस्तुएँ नहीं हैं बल्कि ये दोनों मिलकर एक वस्तु (food) का बोध कराते हैं।

**Rule (d)**—यदि Singular Nouns को and से जोड़ा जाय और उनमें से एक के पहले भी each, every या no का प्रयोग हो, तो Verb singular होता है, जैसे—

*Each man and each woman is of the same opinion.*

*Every Tom, Dick and Harry wears suit these days*

*Every day and every night brings its own pleasures for us*

*No boy and no girl was present there.*

इन वाक्यों में Nouns को and से जोड़ा गया है, फिर भी Verbs singular हैं, क्योंकि इन Nouns के पहले each, every या no का प्रयोग हुआ है। यहाँ Plural Verb का प्रयोग ग़ाज़ू होता। अब इन वाक्यों को देखें—

*"Life.....is a long stretch full of variety, in which every hour and circumstance have their peculiar merit."*

—VIRGINIA WOOLF

"... Every town and every village were so short of labour after the Black Death that high wages were given to immigrants."

—G. M. TREVELYAN

यहाँ निदमागुणा पहले वाक्य में has और its का प्रयोग होना चाहिए और दूसरे में was का। ध्यान देना मत भोले कि येमे वाक्यों में Plural Verb का प्रयोग अब ग़ुद माना जाता है, क्योंकि इनमे भी महान प्राणिम जैवकों में इन निदम का पालन आवश्यक किया है।

## EXERCISE

### Q. 1. Correct the following sentences—

(a) You and I am neighbours. (b) He and I is class-friends. (c) The guide and guardian are dead. (d) The leader and scholar are to address this meeting to-day. (e) Ink and paper is necessary articles of daily use. (f) Rice and fish are my favourite dish. (g) Milk and honey is costly things. (h) The Magistrate and Collector were present there. (i) Every boy and every girl have attended this meeting. (j) No student and no teacher were present there.

Hints—(a) are; (b) are; (c) is; (d) is; (e) are; (f) is; (g) are; (h) was; (i) has; (j) was.

### Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) Every thought and every feeling—not valuable. (b) The poet and the critic—of different opinions on this matter. (c) He and I—bosom friends. (d) Pen and paper—necessary articles for students. (e) Bread and butter—a rich food. (f) The poet and scholar—dead.

Hints—(a) is; (b) are; (c) are; (d) are; (e) is; (f) is.

### Rule XIX. 'As well as' etc. and the Verb

Rule (a)—यदि वाक्य में Subjects को as well as, and not, with, together with, along with, in addition to, rather than, more than, like, unlike, but, except, besides, including या excluding के द्वारा जोड़ा जाय (या अलग किया जाय), तो Verb के number और person पहले Subject के अनुसार होते हैं, जैसे—

"His (Blake's) philosophy, like his visions... was his own."

—T. S. ELIOT

"Solid qualities, like a good marriage settlement, endure."

—OLIVER ELTON

"This broken talk, with its exclamations, interruptions and changes of voice, is also found in Sterne."

—OLIVER ELTON

"Dante, more than any other poet, has succeeded in dealing with his philosophy..."

—T. S. ELIOT

यहाँ पहले वाक्य में Singular Verb (was) का प्रयोग हुआ है और दूसरे में Plural Verb (endure) का, जो शुद्ध है, क्योंकि पहले वाक्य में like के पहले Singular Noun (philosophy) आया है और दूसरे में Plural Noun (qualities). इसी प्रकार तीसरे और चौथे वाक्यों में Singular Verb का प्रयोग शुद्ध है, क्योंकि like और more than के पहले क्रमशः Singular Nouns (talk और Dante) का प्रयोग हुआ है। कुछ और भी उदाहरण लें—

*The thief, as well as his sons, was arrested.*

*The thief, and not his sons, was guilty.*

*He, rather than his victims, was really unhappy in the end.*

इन सभी वाक्यों में as well as, and not और rather than के पहले जाने वाले Noun वा Pronoun के अनुसार Verb का प्रयोग हुआ है, इसलिए ये वाक्य शुद्ध हैं। इस साधारण नियम का उल्लंघन कर इन निम्नलिखित वाक्यों में भ्रम कर भूल की गयी है—

.... a taxi along with two employees of the cinema house are also traceless.

*On this opening ceremony were present Commissioner, Tirhut Division, Shri S. V. Sohni, I. C. S., together with that great stalwart Shri Moinul Haque.*

यहाँ इन दोनों ही वाक्यों में Singular Verbs का प्रयोग होना चाहिए, क्योंकि along with और together with के पहले क्रमशः taxi और Commissioner आये हैं जो Singular Nouns हैं।

**Rule (b)**—यदि दो Subject को *not only*.....*but* वा *not only*.....*but also* के द्वारा जोड़ा जाय, तो Verb के number और person अन्तिम Subject के अनुसार होते हैं, जैसे—

*Not only India but all countries are in trouble.*

*Not only he but all his friends were arrested.*

अगर यहाँ पहले वाक्य में India और दूसरे वाक्य में he के अनुसार Singular Verb का प्रयोग होता तो वह अशुद्ध होता।

## EXERCISE

### Q. 1. Correct the following sentences—

(a) He as well as I are guilty (b) The house with all its belongings, were sold away. (c) You, rather than your father, is to blame. (d) Ram, like all his companions, are a spoilt child. (e) No one except a few fortunate shareholders have reaped the harvest. (f) You as well as I am responsible for this action. (g) The ship with all its passengers were lost. (h) There are nothing but miseries in life. (i) Not only she but all her sisters has been married.

**Hints**— (a) is; (b) was; (c) are (d) is, (e) has; (f) are; (g) was; (h) is; (i) have been.

**Q. 2. Fill up the blanks with suitable Finite Verbs—**

(a) These houses with a garden in front—lovely. (b) He as well as I—present. (c) He more than his parents—responsible for his bad career. (d) Ram along with his friends—going to the college. (e) You, unlike your father,—a miser. (f) The robber as well as his associates—arrested.

*Hints*—(a) are, (b) is or was; (c) is or was; (d) is or was; (e) are; (f) was.

**Rule XX. The Separators and the Verb**

**Rule (a)**—यदि or, nor, either....or या neither. ....nor के द्वारा दो वा दो से अधिक Singular Nouns या Third Person के Singular Pronouns को अलग (separate) किया जाय, तो Verb singular होता है; जैसे—

*Neither beauty nor duty is an armour against death.*

*Either rain or storm is to come.*

*Neither he nor she is here.*

इस नियम की अवहेलना अंग्रेजी के कुछ प्रसिद्ध विद्वानों ने की है—

*"Neither search nor labour are necessary"* —DR. JOHNSON

*"Neither painting nor fighting feed men."* —RUSKIN

*"Parody or adaptation have enormous advantages to certain novelists."* —E. M. FORSTER

*"A chance word or sigh are just as much evidence as a speech or a murder."* —E. M. FORSTER

*"No young lady of Miss Austen's acquaintance waiting eagerly for the appearance of Scott's or Byron's next volume of verse, seems ever to have asked what Mr. Thrope or Mr. Tom Bertram were going to do to serve their country in times of danger."* —G. M. TREVELYAN

इन वाँचों वाचनों में Singular Verb का प्रयोग होना चाहिए। शायद इन महान लेखकों को देखकर ऐसा मन मोड़ें कि यह नियम अब टूट गया है। मन्च तो यह है कि सावधानों से लिखने वाले आज के यहाँ प्रत्येक भी इस नियम का पालन कर रहे हैं, जोर व जेवर तो निरन्तर ही बाजारमन और रमझिन जादि मोचों से बढ़े हैं। वरु-दो उदाहरण जै—

*"A reader or auditor is at liberty to remain passive."*

—EZRA POUND

*"The teacher or lecturer is a danger."*

—EZRA POUND

*"We say, in a vague way, that Shakespeare, or Dante, or Lucretius is a poet who thinks."*

—T. S. ELIOT

*Neither the letter nor the writer was in any degree interesting.*

—JANE AUSTEN

इन वाक्यों में इन महान् लेखकों ने नियमानुसार Singular Verb का प्रयोग किया है। आप भी ऐसा ही करें।

Rule (b)—यदि Plural Nouns या Pronouns को *or*, *nor*, *either* .....*or* या *neither* .....*nor* के द्वारा अलग किया जाय, तो Verb plural होता है; जैसे—

*Neither men nor women have come.*

*Either you or we have to do it.*

*Neither we nor they are to blame.*

Rule (c)—यदि भिन्न-भिन्न persons के Nouns या Pronouns को *or*, *nor*, *either* .....*or* या *neither* .....*nor* के द्वारा अलग किया जाय, तो वाक्य में पहले Second Person का Pronoun आता है, उसके बाद Third Person का और अन्त में First Person का (2 3 1) और Verb अपने सबसे नजदीक आने वाले Pronoun के अनुसार होता है; जैसे—

*Either he or I am guilty.*

*Neither you nor he is guilty.*

*Neither you nor I am guilty.*

*Is he or I to blame?*

*Are you or he to blame?*

*Are you or I to blame?*

इन वाक्यों में २ ३ १ के फारमूला के अनुसार वाक्य में भिन्न-भिन्न प्रकार के persons के Pronouns को रखा गया है और Verb अपने सबसे नजदीक आने वाले के अनुसार।

Rule (d)—यदि भिन्न-भिन्न number के Nouns या Pronouns को *or*, *nor*, *either* .....*or* या *neither* .....*nor* के द्वारा अलग किया जाय, तो अन्त में Plural (Nouns या Pronouns) को रखा जाता है और Verb अपने सबसे नजदीक आने वाले Noun या Pronoun के अनुसार होता है, जैसे—

*Neither the son nor his parents are to blame.*

*Either he or they are to blame.*

*Neither she nor they are to blame.*

*Is he or they to blame?*

*Is the son or his parents to blame?*

इन वाक्यों में Plural Noun या Pronoun को अन्त में रखा गया है और Verb अपने सबसे समीप आने वाले के अनुसार प्रयुक्त हुआ है।

Caution— Rule (c) और (d) के सम्बन्ध में कुछ लोगों के मन में एक धारणा है जो भेरे विचार में ठीक नहीं। वे यह मानते हैं कि जब वाक्य में भिन्न-भिन्न persons या numbers के Nouns या Pronouns को *or*, *nor*, *either* .....*or* या *neither* .....*nor* के द्वारा अलग किया जाता है, तो अन्त में आने वाले Noun या Pronoun के अनुसार Verb होता है और वह Verb plural होता है। देखिए उन लोगों के दिये हुए नियमों को—



*"When two or more nominatives in different numbers are joined by 'or', or 'nor' the Verb is in the plural, as John or his friends are to blame."*

*"If one of the Subjects separated by 'or' or 'nor' happens to be plural, it should be placed nearest to the Verb which also should be plural : Neither John nor his friends have come."*

इन नियमों के आधार पर क्या ये वाक्य शुद्ध हैं ?—

*Is John or his friends to blame ?*

*Has neither John nor his friends come ?*

भेरे जानते ये वाक्य निस्सन्देह शुद्ध हैं। बनने मत की पुष्टि के लिए सबसे महान् व्याकरणाचार्य का विचार आपके सामने रखता है—

*"Give the Verb the number of the alternative nearest it—'Mother or children are to die.' 'Is the child or the parents to be blamed?' What should not be said is 'Mother or children is to die', 'Are the child or the parents to be blamed?'" —FOWLER : MODERN ENGLISH USAGE*

इससे यह स्पष्ट है कि जब भिन्न-भिन्न numbers या persons के Nouns या Pronouns, or, nor, either....or या neither....nor के द्वारा अलग किये जाने हैं, तो Verb अपने से सबसे नज़दीक आने वाले Noun या Pronoun के अनुसार होता है, जैसा कि Rule (c) और (d) में बतलाया गया है। यह आवश्यक नहीं है कि Verb plural ही हो या अन्त में आने वाले Noun या Pronoun के अनुसार हो, जैसे—

*Were you or he there ?*

*Were you or I there ?*

इन दोनों ही वाक्यों में Verb के समीप you है और इसलिए इसके अनुसार were का प्रयोग हुआ है। यदि यहाँ अन्त में आने वाले he या I के अनुसार was का प्रयोग होता, तो वह अशुद्ध होता।

**Note—Rule (c) और (d) के सम्बन्ध में व्याकरणाचार्यों के बीच कुछ मतभेद हैं। आप इनके विचार पर गौर करें—**

*"When two Subjects are joined by 'or' or 'nor' the verb agrees in person with the Subject nearest to it—Either James or I am at the top of the class, Either you or James has done it."* —NEFIELD

नेसफिल्ड साहब के मतानुसार जब दो Subjects को or या nor के द्वारा जोड़ा जाता है, तो Verb अपने सबसे समीप आने वाले Subject के अनुसार होता है। उदाहरण देते हुए उन्होंने बतलाया है कि पहले वाक्य में First Person 'I' को either....or से जोड़ने पर क्रिया 'I' के अनुसार हुई है, क्योंकि यह Verb के नज़दीक है। दूसरे वाक्य में क्रिया के समीप 'James' है और इसलिए क्रिया इसी के अनुसार 'has' है, 'you' के अनुसार नहीं। दूसरे लोगों ने भी यही कहा है कि अलग-अलग number और person के Subjects को either....or या neither....nor से जोड़ें, तो Verb अपने से सबसे समीप आने वाले Subject के अनुसार होता है।

अब एक दूसरे मत पर ध्यान दें—

*"In this construction the Number and Person of the Verb must be common to both parts of the Subject. So both the parts of the Subject must be of the same Number and Person. When there is a clash between the Verb and one part of the Subject, the construction is better avoided."*

—G. H. VALLINS : GOOD ENGLISH

इसका कहना है कि वाक्य में यदि भिन्न-भिन्न number और person के कर्त्ताओं को either....or या neither....nor से जोड़ा जाय, तो क्रिया एक ही कर्त्ता के अनुसार होती है, जो अग्र है, जैसे—

Either he or I am wrong.

यहाँ am का प्रयोग 'I' के साथ तो ठीक है, पर 'he' के साथ 'am' नहीं आता, 'is' आता है। इस वाक्य में क्रिया और एक कर्त्ता के साथ मेल है, पर दूसरे कर्त्ता के साथ नहीं। इसलिए ऐसे वाक्य नहीं लिखें। फ़ादर साहब ने भी यही कहा है कि बुद्धिमान लोग वाक्य की ऐसी बनावट को छोड़ देते हैं। इस सिलसिले में मेसफ़िल्ड साहब का मत भी तो करीब-करीब वही है, क्योंकि उन्होंने लिखा है—

*"It would be better, however, to repeat the Verb for each Subject. The sentences would, then, be re-written as follows—Either James is at the top of the class or I am; Either you have done it or James has."*

यदि हम ऐसा लिखें कि Either James or I am at the top of the class, तो इस वाक्य की क्रिया 'am' 'I' के साथ तो मेल लाती है, पर 'James' के साथ नहीं। इसलिए यदि वाक्य में अलग-अलग number और person के Subjects को either....or या neither....nor से जोड़ें, तो मेसफ़िल्ड साहब के बताये हुए नियम के अनुसार वाक्य की बनावट को थोड़ा-सा बदल दें, जैसे—

Neither you nor I am right=Neither you are right nor I (am).

यदि आप ऐसा कर सकें तो अच्छा है, पर मेरे जानते यह कुछ कठिन है और अस्वाभाविक भी, क्योंकि इससे लिखने और बोलने की शक्ति बहुत कम जाती है। इसलिए आप साधारणतया ऊपर बताये गये Rule (c) तथा (d) के अनुसार ही अलग-अलग दो Pronouns या Nouns अलग-अलग person या number के हों वहाँ सबसे समीप आने वाले Noun या Pronoun के अनुसार ही Verb का प्रयोग करें, क्योंकि यही नियम अधिकतर प्रयोग में है। देखिए अमेरिका के प्रसिद्ध व्याकरणकार्य का वाक्य जिसमें उन्होंने इसी नियम की (बर्भाव सबसे समीप आने वाले Subject के अनुसार Verb के प्रयोग को) अपनाया है—

*"One or two of her features are very attractive."*

—NORMAN LEWIS

## EXERCISE

Q. 1. Correct the following sentences—

(a) Neither chapter nor verse are given. (b) Either sugar or milk are required. (c) Neither a pen nor a pencil are there. (d) Either he or I is wrong. (e) Only

one or two boys has come. (f) Neither his friends nor he is there. (g) Either his parents or he himself is to blame. (h) Are the child or his parents to blame? (i) Are he or they to blame? (j) Have John or his friends come? (k) Either Tom or Henry are coming here.

*Hints*—(a) is; (b) is; (c) is; (d) am; (e) have; (f) Neither he nor his friends are there; (g) Either he himself or his parents are to blame; (h) Is the child...? (i) Is he...? (j) Has John...? (k) is.

### Q. 2. Fill up the blanks with suitable Finite Verbs—

(a) Neither he nor his sisters—married. (b) Either you or I—to blame. (c) Neither he nor you—to go. (d) Either she or her friends—singing. (e) Neither he nor I—sorry for this. (f)—the son or his parents to blame? (g)—you or he to blame? (h)—neither he nor his friends come?

*Hints*—(a) are; (b) am; (c) are; (d) are; (e) am; (f) his; (g) are; (h) has.

### Rule XXI. Multiplication and the Verb

गणितशास्त्र (mathematics) में गुणा (multiply) करने के सम्बन्ध में ऐसे वाक्य प्रयोग में आते हैं—

six times four; twice two आदि।

ऐसे वाक्यों में Verb singular हो सकता है और plural भी, जैसे—

Six times four is twentyfour.

Six times four are twentyfour.

Twice two is four.

Twice two are four.

जो ऐसे वाक्यों में Singular Verb का प्रयोग करते हैं वे मानते हैं कि ऐसी संख्या (जैसे, six, two आदि) से केवल एक वस्तु (definite figure) का बोध होता है और जो Plural Verb का प्रयोग करते हैं वे समझते हैं कि ऐसी संख्या से बहुत वस्तुओं का बोध होता है। ये दोनों विचार तर्कयुक्त हैं और इसलिए इन दोनों को शुद्ध समझा जाता है। आपको जो अच्छा लगे वही करें, क्योंकि कोई दूसरा व्यक्ति इस समस्या का हल आपके लिए नहीं ढूँढ़ सकता—

*"That question each of us can answer, perhaps, for himself; but no one for other people, it is therefore equally correct to say—'Twice two is four', 'Twice two are four.' Moreover, as the two are equally old, 'Four times six' was plural as long ago as 1380, and 'Ten times two' was singular in 1425."* —FOWLER: MODERN ENGLISH USAGE

ऐसे वाक्यों में Singular और Plural Verb दोनों ही शुद्ध समझे जाते हैं; पर मेरा विचार है कि ऐसे वाक्यों में Singular Verb का प्रयोग अधिक अच्छा मालूम पड़ता है, क्योंकि दैनिक जीवन में तथा गणितशास्त्र की पुस्तकों में भी ऐसा ही प्रयोग अधिकतर मिलता है। गणितशास्त्र के विद्यार्थी ऐसे वाक्यों में Plural Verb का प्रयोग कभी भी नहीं करते।

## Rule XXII. Quantity words and the Verb

Much, more, little और less हैं Adjectives of Quantity जिनसे quantity (परिमाण) का बोध होता है। अतः वाक्य में Subject की भक्ति प्रयुक्त होने पर इनके साथ सदा Singular Verb का प्रयोग होता है, जैसे—

*Much has been done but much more is still to be done.*

*Little has been done so far.*

इन वाक्यों में Plural Verb का प्रयोग अशुद्ध होता है।

## EXERCISE

Q. Correct the following sentences—

(a) Much remain to be done. (b) Much of the beauty and glory of life have disappeared. (c) Much of what he said have been criticised. (d) Little have been said on this point. (e) There are still much more to do (f) Little have been said and much less have been done.

Hints— (a) remains, (b) has, (c) has been; (d) has; (e) is; (f) Little has been said and much less has been done

## Rule XXIII. 'As regards', 'As concerns' and 'As follows'

As follows, as concerns और as regards का प्रयोग plural में कभी भी नहीं होता। इनके अन्त में \$ रहने पर भी ये सदा एक ही रूप में रहते हैं और वह है एकवचन रूप। इसलिए as follow, as concern, as regard लिखना अशुद्ध है। उदाहरण—

*The new rates are as follows.*

*The description is as follows.*

पहले वाक्य में Plural Noun 'rates' आया है और दूसरे में Singular 'description', पर दोनों ही वाक्यों में एकवचन as follows का प्रयोग हुआ है, क्योंकि इसके पहले 'it' दिया रहता है। यही नियम as concerns और as regards के साथ भी लागू होता है, जैसे—

Many of those talks were failures, so far as concerns the objective success.

यहाँ Plural Noun के अनुसार 'as concern' का प्रयोग नहीं होकर एकवचन 'as concerns' का प्रयोग हुआ है जो शुद्ध है।

## EXERCISE

Q. Correct the following sentences—

(a) The details are as follow. (b) His words were as follow. (c) The main provisions of the Act are as follow.

Hints— Use 'as follows'

## (ii) Agreement : Adjective &amp; Noun

## Rule XXIV. Demonstrative Adjectives

Demonstrative Adjectives 'this' और 'that' तथा Noun के बीच Agreement होना आवश्यक है। इस नियम के अनुसार यदि Noun singular हो, तो उसके लिए this या that का प्रयोग होना चाहिए और यदि Noun plural हो, तो उनके लिए these या those का, जैसे—

this book; these books.

that book; those books.

कुछ लोग समझते हैं कि these kind और those sort लिखना शुद्ध है, पर वास्तव में यह प्रयोग बोलचाल तक ही सीमित है। इस सम्बन्ध में आप इस विचार पर ध्यान दें—

*"The irregular uses—'those kind of' and 'these sort of' are easy to avoid when they are worth avoiding, that is, in print, and easy to forgive when they deserve forgiveness, that is, in hasty talk."*

—FOWLER : MODERN ENGLISH USAGE

इसलिए चाहे those kind या those sort आदि का प्रयोग न करें, क्योंकि these और those के बाद आने वाले Nouns (kind, sort आदि) को Plural Number में रखें। जब इस बाध्यता को देखें।

*"But I hope soon to put an end to those sort of obligations."*

—SAMUEL RICHARDSON

यहाँ those sort के बदले those sorts या that sort का प्रयोग होना चाहिए।

## Rule XXV. Adjectives and their Number

अंगरेजी में Adjective का Number नहीं होता। इसलिए Singular या Plural Nouns के साथ Adjective सदा एक ही रूप में रहता है, जैसे—

A good book.... Good books....

यहाँ पहले उदाहरण में Singular Noun (book) आया है और दूसरे में Plural (books), पर Adjective (good) एक ही रूप में है। इससे books के साथ goods नहीं बनाया गया और न बनाना ही चाहिए। इसलिए Plural Nouns के साथ important के बदले importants और beautiful के बदले beautifuls का प्रयोग सर्वदा भूल है।

## EXERCISE

## Q. Correct the following sentences—

(a) I do not like those kind of men. (b) I like these sort of books (c) These lines are very importants for explanations (d) These sights are beautiful. (e) I like to look at these phenomenon of nature (f) Do you like these kind of apples?

Answers—(a) those kinds of men or that kind, (b) these sorts of books or this sort; (c) important; (d) beautiful; (e) phenomena, (f) these kinds of apples or this kind.

## (iii) Agreement : Pronoun &amp; Antecedent

## Rule XXVI. Pronoun and Antecedent

Pronoun का number, gender और person वही होता है, जो उसके Antecedent (Pronoun के लिए प्रयुक्त होने वाले Noun) का रहता है। आप जानते हैं कि Pronoun का प्रयोग Noun के बदले में होता है। अतः यह स्वाभाविक और आवश्यक भी है कि Noun का जो number, person और gender हो वही उसके Pronoun का भी हो, जैसे—

*The men who do their duties are rewarded in their lives.*

*The tree that is here has lost its leaves.*

यहाँ पहले वाक्य में Plural Pronouns ('who' and 'their') का प्रयोग हुआ है, क्योंकि इनका Antecedent Plural Noun (men) है। दूसरे वाक्य में Singular Pronouns ('that' and 'its') का प्रयोग हुआ है, क्योंकि इनका Antecedent एक Singular Noun (tree) है। यदि पहले वाक्य में who तथा their के बदले Singular Pronouns का प्रयोग होता और दूसरे वाक्य में that तथा its के बदले Plural Pronouns का, तो Agreement का नियम भंग हो जाता और भ्रम फैल जाता। ख्याल रखना चाहिए कि who, which और that का प्रयोग plural और singular दोनों प्रकार के Antecedent के लिए होता है।

इस नियम के अनुसार Noun और Pronoun के gender के बीच भी Agreement होना चाहिए। यदि किसी Noun को एक बार Masculine या Feminine या Neuter मान लें, तो वह कम भंग नहीं होना चाहिए। यदि हम cow के लिए कभी Feminine और कभी Neuter Gender का प्रयोग करें, तो वह अभ्रम्य समझा जायगा। देखिए, इतने सरल महत्वपूर्ण नियम का कितना जयमान इस वाक्य में किया गया है—

*"It is not only in regard to India that Denmark has been able to increase its foreign trade, with Western countries, too, she has increased her foreign trade considerably"*

—THE EASTERN ECONOMIST : Feb. 8, '57

यहाँ Denmark के लिए एक बार Neuter Gender (its) और दूसरी बार Feminine Gender (she, her) का प्रयोग हुआ है, जो बहुत ही भ्रम है। यहाँ किसी एक ही gender का प्रयोग करना उचित था।

## Rule XXVI. Nouns and Pronouns of Common Gender

ऐसे बहुत से Nouns हैं जो Common Gender (उपयुक्ति) में रहते हैं, अर्थात् वे न तो शुद्ध Masculine हैं और न शुद्ध Feminine. वे Nouns हैं—student, reader, teacher, engineer, lawyer, clerk, client, worker, poet, writer, lecturer, professor, musician, politician, leader आदि।

Distributive और Indefinite Pronouns भी Common Gender में रहते हैं, जैसे—each, either, neither, everyone, no one, nobody, anybody, everybody, somebody.

\* Common Gender के ऐसे Nouns और Pronouns का प्रयोग singular में होता है, जब उनके लिए Third Person Singular Pronouns और Masculine Gender (he, his या him) का व्यवहार होता है, जैसे—

Every teacher should do *his* duty.

Neither of them has done *his* duty.

Everyone should mind *his* own business.

No one should trouble *his* neighbour.

Note—इन Nouns और Pronouns के साथ gender के प्रयोग के सम्बन्ध में कुछ कठिनाई खड़ी हो जाती है, क्योंकि ये Common Gender (उपवर्गित) हैं। इसलिए कुछ लोगों का कहना है कि ऐसी स्थिति में यदि Masculine का प्रयोग ठीक नहीं जैना। वे चाहते हैं कि पुरुष और नारी को समान अधिकार मिले और इसलिए ऐसे Nouns और Pronouns के साथ वाक्य की बनावट इस प्रकार की हो—

Every student should do *his or her* duty.

Everyone should do *his or her* duty.

No one should neglect *his or her* duty.

इस सम्बन्ध में इतना ही कहा जा सकता है कि ऐसे वाक्य अशुद्ध तो नहीं हैं, पर अस्वाभाविक अवश्य हैं। ऐसी भाषा कचहरी में ही अच्छी लग सकती है। इसलिए यहाँ कानून बरीर की बात हो, यहाँ तब Common Gender को “*his or her*” के द्वारा स्पष्ट कर दें, पर साधारण बोलचाल या लिखावट में केवल *he, his* या *him* से काम लें।

कुछ लोगों ने “*his or her*” लिखने के बदले “*their*” का प्रयोग किया है, क्योंकि Plural बना देने से Common Gender की समस्या टल जाती है और “*his or her*” लिखने की बाकत भी नहीं आती, जैसे—

Everyone should do *their* duty.

No one should trouble *their* neighbour.

ऐसा प्रयोग कुछ अच्छे लेखकों ने भी किया है—

“No one will ever gauge or measure English poetry until they know how much of it, how full a gamut of its qualities is already there on the pages of Chaucer.”

—EZRA POUND

“The first phase of anyone’s writing always shows them doing something they have heard or read.”

—EZRA POUND

“Everybody was pleased to think how much they had always disliked Mr. Darcey.”

—JANE AUSTEN

इन वाक्यों में no one, anyone तथा everybody के लिए Plural Pronouns का प्रयोग किया गया है। ऐसे प्रयोगों को Prof. Bain ने अपनी पुस्तक *Higher English Grammar* में “allowable” माना है जिसका यह अर्थ होता है कि ये प्रयोग अशुद्ध नहीं हैं। इस समस्या की चर्चा करते हुए कहा गया है—

“There are three makeshifts—(a) ‘Anybody can see for himself or herself.’ (b) ‘Anybody can see for themselves.’ (c) ‘Anybody can see for himself.’”

—FOWLER : MODERN ENGLISH USAGE

Fowler साहब ने इस समस्या को हल करने के लिए बताया है कि Common Gender के लिए 'his' or 'her' का प्रयोग करें या उसे plural बना दें या उसके लिए Third Person Singular Masculine Pronoun का प्रयोग करें। Ezra Pound तथा Jane Austen ने plural बनाकर इस समस्या का हल निकाला है और इसलिए Bain साहब ने ऐसे प्रयोग को अशुद्ध नहीं माना।

इस सम्बन्ध में मेरा विचार है कि ऐसी अवस्था में Plural Pronoun का प्रयोग अशुद्ध भले ही न हो, पर इससे कहीं अच्छा है Third Person Singular Masculine Pronoun (he, his या him) का प्रयोग। Fowler साहब ने भी ऐसा ही विचार प्रकट किया है—

*"‘C’ is here recommended. It involves the convention that where the matter of sex is not conspicuous or important ‘he’ and ‘his’ shall be allowed to represent a person..."*

आधुनिक साहित्य और बोलचाल की भाषा में भी ऐसी अवस्था में Singular Masculine Pronoun का ही प्रयोग अधिकतर मिलता है—

*"Everyone, I believe, can remember some moment in life when he was completely carried away by the work of any poet. Very likely he was carried away by several poets..."* —T. S. ELIOT

*"Anyone who tries to write poetic drama even today should know that half of his energy must be exhausted in the effort to escape from...the toils of Shakespeare."* —T. S. ELIOT

*"Each must decide that question for himself."* —VIRGINIA WOOLF

*"That question each of us can answer, perhaps, for himself."*

—FOWLER : MODERN ENGLISH USAGE

इस लेखकों ने Common Gender के इन Singular Pronouns के लिए he, his या himself का प्रयोग किया है। मेरी राय है कि आप भी ऐसा ही करें और Ezra Pound तथा Austen के वाक्यों को अशुद्ध करके ऐसी अवस्था में Plural Pronoun का प्रयोग न करें।

## EXERCISE

**Q. Correct the following sentences—**

(a) India has to feed her people but it is not possible until it gets foreign aid for the implementation of her Second Five-Year Plan (b) Everyone of the soldiers saluted the General in their turn. (c) Each of the students paid their tuition fees. (d) Neither of them could finish their work allotted to them (e) No one should feel tired with their life (f) Either of the boys should be fined for their misbehaviour. (g) Neither of the students got the prize they expected. (h) Each of the soldiers saluted the General in their turn.

*Hints—* (a) India ... until she ... Or, India ... feed its people ... its plan; (b) his; (c) his; (d) his; (e) his; (f) his; (g) he; (h) his.



## (iv) Agreement : Apposition &amp; Case

## Rule XXVIII. Apposition and Case

A Noun in apposition with a Pronoun (or other Noun) must be in the same Case. यह पहले ही बताया जा चुका है कि किसी (Noun की व्याख्या के रूप में उसके अर्थ को स्पष्ट करने के लिए) उस Noun की ठीक बगल में एक Pronoun या Noun का प्रयोग किया जाता है; उसी को (अर्थात् Noun की बगल में आने वाले Pronoun या Noun को) Apposition कहते हैं। नियम के अनुसार हमें एक ही Case में रचना चाहिए, जैसे—

But behold her mother—she to whom she owed her being.

इस वाक्य में Noun 'mother' के बाद Pronoun 'she' आया है जो 'mother' की व्याख्या कर रहा है। इसलिए यह Pronoun 'mother' का Apposition है। इस वाक्य में 'mother' Objective Case में है, क्योंकि यह Verb 'behold' का Object है। अतः 'she' को भी Objective Case में होना चाहिए, अर्थात् 'she' के बदले 'her' का प्रयोग करना चाहिए—

But behold her mother—her to whom she owed her being.

एक और वाक्य लें—

One comes round to again the problem of Kant—he, too, a cosmopolitan.

यहाँ Pronoun 'he' का प्रयोग Noun 'Kant' के बाद Apposition के अर्थ में हुआ है। अतः इन दोनों ही को एक ही Case में होना चाहिए, पर Kant Objective Case में है, क्योंकि यह Preposition 'of' का Object है, और 'he' Nominative Case में है। अतः यहाँ 'he' के बदले 'him' का प्रयोग होना चाहिए—

One comes round again to the problem of Kant—him, too, a cosmopolitan.

## (B) POSITION OF WORDS

जहाँ तक हमजोरी के Agreement के नियमों पर विचार किया है। अब हम Syntax के दूसरे नियम Position या Order of Words (शब्दों के क्रम) को लेते हैं। हम सम्मान में हमें यह देखना है कि किन शब्दों को वाक्य में कहाँ रखना चाहिए। प्रभाव है शब्दों को हम देखें पर भारी लक्ष्मियों को लाया करनी है। इसलिए हम इन नियमों की चर्चा कर रहे हैं किनके अनुसार ही शब्दों का क्रम होना चाहिए।

## (i) Position of Subject &amp; Verb

## Rule 1. Interrogative Sentences and Verb

Interrogative Sentences में Verb पहले आता है और उसके बाद Subject आता है। यह है कि Interrogative Sentences में Auxiliary Verb जरूर आता है। इसी Verb को Subject के पहले रखना चाहिए, जैसे—

*Are you ill ?*  
*Where is he going ?*  
*What do you want ?*  
*Why is he angry ?*  
*Why have you beaten me ?*

इन सभी वाक्यों में Auxiliary Verbs 'are', 'is' और 'do' Subject के पहले आये हैं। यदि इन देखा लियें— *You are ill ? Where he is going ? What you want ? Why he is angry ? Why you have beaten me ?*—तो ये वाक्य अशुद्ध होंगे, क्योंकि इनमें Subject के बाद Verb आया है, पहले नहीं।

## EXERCISE

### Q. Correct the following sentences—

(a) Why the army insists so much on discipline ? (b) What he is doing these days ? (c) When you will see me ? (d) Where you spent your last summer vacation ? (e) Why I should help you ? (f) How you came here from Patna ? (g) Whom you are speaking of ? (h) Why you did not reply to my letter ? (i) When you will reply ? (j) Where you are going ? (k) What you did yesterday ?

*Hints—* (a) Why does ..insist . discipline ? (b) What is he ... ? (c) When will you.... ? (d) Where did you spend .. ? (e) Why should I .....? (f) How did you come ? (g) Whom are you speaking of ? (h) Why did you not.....? (i) When will you reply ? (j) Where are you . ? (k) What did you do yesterday ?

### Rule II. Adverbs and Verb

यदि कोई वाक्य इन Adverbs या Adverbial Phrases (hardly, rarely, scarcely, no sooner या never आदि) से शुरू हो, तो वाक्य में पहले Auxiliary Verb आता है, और उसके बाद Subject, जैसे—

*No sooner had I reached the station than the train started.*  
*Hardly (scarcely) had he started when his father came.*  
*Never did I see such a scene before.*  
*Rarely is he absent.*

इन सभी वाक्यों में Verb को Subject के पहले रखा गया है। यदि वाक्यों को बनाकर पढ़ें—

*Never I saw such a scene before.*  
*Rarely he is absent.* तो ये अशुद्ध हो जाते।

*Note—* यदि वाक्य इन Adverbs से शुरू नहीं हो, तो उनमें Subject पहले आता है और उसके बाद Verb; जैसे—

*I had no sooner reached the station than the train started.*



(a) यदि Relative Pronoun Object का काम करो, जैसे—

This is the book *that* he requires.

This is *what* I want.

इन वाक्यों में 'requires' और 'want' Transitive Verbs हैं और 'that' तथा 'what' Relative Pronouns हैं, जो इन विद्याओं के Objects हैं। इसलिए ये क्रिया के पहले आते हैं।

(b) यदि Interrogative Pronoun Object के समान प्रयुक्त हो, जैसे—

*What* do you want?

यहाँ 'want' का Object 'what' है जो Interrogative Pronoun है। इसलिए वर Verb के पहले आता है।

### (iii) Position of Articles

#### Rule I. Noun, Adjective and Articles

Articles (a, an, the) का प्रयोग Noun के पहले होता है, जैसे—

*a* book; *an* hour; *the* cow.

पर यदि Noun के साथ Adjective का प्रयोग करना हो, तो Article को Adjective के पहले रखना चाहिए, Noun के पहले नहीं, जैसे—

*a* good book.

यहाँ Noun 'book' के साथ एक Adjective 'good' आता है। इसलिए Article को book के पहले नहीं रखकर Adjective 'good' के पहले रखा गया है। यदि हम good a book लिखें, तो वह अशुद्ध होगा। फिर, यदि Adjective के साथ Adverb का भी प्रयोग करना हो, तो Article को Adverb के पहले रखना चाहिए, Adjective के पहले नहीं, जैसे—

*a* very good book.

संक्षेप में, आप यह याद रखें कि वाक्य में सबसे पहले Article रखा जाता है, उसके बाद Adverb को और Adverb के बाद Adjective का स्थान आता है और अन्त में Noun का। यद्यपि Article का प्रयोग Noun ही के लिए होता है, तथापि Adjectives और Adverbs के जाने पर यह Noun से बहुत दूर चला जाता है, बायीं ओर, और उतनी ही दूर जितनी संख्या Adverb और Adjective की होती है, जैसे—

*a* very highly interesting and instructive book.

यहाँ Article और Noun के बीच काफी दूरी है, क्योंकि Noun 'book' के पहले दो-दो Adjectives आये हैं और Adjective के पहले भी दो-दो Adverbs.

Note (a)—ऊपर के उदाहरण से यह स्पष्ट है कि Articles का स्थान Adjectives के पहले रहता है, पर इनका प्रयोग (Articles का) इन Adjectives (many, such और what) के बाद होता है, पहले कभी भी नहीं, जैसे—

*many* a man; *many* an hour,

*such* a task; *such* a man;

*what* a book; *what* a place इत्यादि।

इन उदाहरणों में 'many' 'such' और 'what' के बाद Article 'a' और 'an' का प्रयोग हुआ है, जो ग़ुड़ है। यदि यहाँ Article का प्रयोग Adjective के पहले होता, तो वह अशुद्ध समझा जाता।

Note (b)—यदि किसी Adjective के पहले 'as' या 'how' का प्रयोग हो, तो Article का स्थान Adjective के बाद आना है, पहले नहीं, जैसे—

as *bad a man as he*; as *good a show as that*;

how *good a book*; how *nice a place*.

इन सभी उदाहरणों Adjective 'bad', 'good' और 'nice' के पहले 'as' या 'how' का प्रयोग हुआ है। इसलिए Article का प्रयोग Adjective के बाद हुआ है, पहले नहीं।

Note (c)—यदि किसी Adjective के पहले 'so' या 'too' का प्रयोग हो, तो Article को Adjective के पहले भी रख सकते हैं और बाद भी; जैसे—

'So *serious an attempt*' or '*A so serious attempt*'.

'Too *exact an answer*' or '*A too exact answer*'.

यहाँ Adjective 'serious' और 'exact' के पहले 'so' या 'too' का प्रयोग हुआ है। इसलिए Article को Adjective के पहले या बाद में रखना दोनों ही ठीक हैं। हाँ, ऐसी हालत में यदि Article को Adjective के बाद रखा जाय, तो और भी अच्छा हो, क्योंकि यह प्रयोग में अधिक है और सुनने में भी स्वाभाविक मान्य पड़ता है।

## EXERCISE

Q. *Correct the following sentences—*

(a) It is very lovely a place. (b) I cannot do a such difficult work. (c) How a lovely sight it is ! (d) Ram is as a responsible man as Shyam. (e) A many man has come. (f) How a foolish plan it is !

Hints—(a) a very; (b) such a; (c) lovely a; (d) a man; (e) many a; (f) a plan

### (iv) Position of Adjectives

Adjectives का प्रयोग दो प्रकार से होता है। जब हम Adjective को Noun के पहले रखते हैं, तो उसे *Attributive use* कहते हैं और जब उसे Verb के बाद रखते हैं, तो *Predicative use*; जैसे—

It is a *useful book*. This *book is useful*.

दोनों ही वाक्यों में Adjective 'useful' का प्रयोग हुआ है। पहले वाक्य में यह Noun 'book' के पहले आया है। इसलिए यह *Attributive use* है। दूसरे वाक्य में इसका प्रयोग Verb के बाद हुआ है, Noun के पहले नहीं। इसलिए यह *Predicative use* है। Adjective का प्रयोग *Attributive* हो या *Predicative* इस सम्बन्ध में कुछ गलतियाँ हो जाया करती हैं। अतः आप इन एक दो बातों पर ध्यान दें—

### Role I. Qualitative & Proper Adjectives

Proper Adjective (Proper Noun से बनाया गया, जैसे Indian, American, Russian, etc.) तथा Adjective of Quality (जैसे—brave, strong,

wise, good, bad, etc.) का प्रयोग दोनों ही तरह से होता है—Attributive की तरह भी और Predicative की तरह भी ।

*This game is Indian. This is an Indian game.*

*He is a brave boy. The boy is brave.*

यहाँ पहले वाक्य में Proper Adjective 'Indian' का Predicative use हुआ है, क्योंकि यह Verb के बाद आया है, पर दूसरे वाक्य में Attributive, क्योंकि यह Noun के पहले आया है । इसी प्रकार, दूसरे वाक्य में 'brave' का प्रयोग Attributive है और तीसरे में Predicative. ये दोनों ही प्रयोग शुद्ध हैं ।

### Rule II. Adjectives and the Noun

यदि एक ही साथ बहुत-से Adjectives का प्रयोग एक ही Noun के लिए करना हो, या ये Adjectives काफ़ी लम्बे हों, तो उन्हें Noun के बाद रखना अच्छा होता है; जैसे—

*A man, young, strong, and intelligent...*

*God is the maker of all things—visible and invisible, animate and inanimate.*

इसी प्रकार, जब कोई Adjective पदवी (title) के लिए प्रयुक्त होता है, तो वह Noun के बाद आता है; जैसे—

*Alexander the Great; Queen Victoria the Good;*

*Yudhisthir the Just, Louis the Pious;*

*Pitt the Younger, Cato the Elder.*

आप देखेंगे कि ये सब Adjective capital letters से शुरू होते हैं ।

### Rule III. Phrases and Adjective

कुछ ऐसे बहुत ही प्रचलित Phrases हैं जिनमें Adjective को Noun के बाद रखा जाता है; जैसे—

*the body politic, heir apparent, governor-general; the sum total; a god incarnate, president elect.*

इन सभी उदाहरणों में अन्तिम पद Adjectives हैं और ये Nouns के बाद आये हैं । आप इनके स्थान को बदलें नहीं और इनके आधार पर कोई नया ही phrase गढ़ने की कोशिश करें ।

### (v) Position of Adverbs

#### Rule I. Adjective, Preposition, Conjunction and Adverb

Adverb का स्थान Adjective या दूसरे Adverb या Preposition या Conjunction के ठीक पहले रहता है; जैसे—

*I am partly responsible for this.*

*He is working very patiently.*

He sat *exactly behind* me.

I shall go *only when* he comes.

पहले वाक्य में Adverb 'partly' Adjective 'responsible' को modify करता है और इसलिए वह इसके पहले आया है। वहाँ Adjective और Adverb के स्थान को बदल देना गलत होता। दूसरे वाक्य में Adverb 'very' एक दूसरे Adverb 'patiently' का गुण बतलाता है। तीसरे वाक्य में Adverb 'exactly' Preposition 'behind' का गुण बतलाता है और चौथे में 'only' Conjunction 'when' का। इसलिए ये Adverbs उन शब्दों के ठीक पहले आये हैं। अतः ये वाक्य—

He sat behind me exactly. I am responsible partly मरुद्ध है।

## Rule II. Transitive Verb and Adverb

यदि वाक्य में Transitive Verb और उसके Object का प्रयोग हो, तो Adverb को Verb के पहले या Object के बाद रखना चाहिए, Verb और Object के बीच में नहीं, जैसे—

I do my duties *cheerfully*.

यहाँ Adverb 'cheerfully' को Object 'duties' के बाद रखा गया है और यह ठीक है। यदि हम ऐसा लिखें—I do cheerfully my duties, तो वह गलत होगा, क्योंकि Adverb, Verb 'do' और Object 'duties' के बीच में चला आया है। इसलिए चाप Adverb को Transitive Verb के पहले या Object के बाद रखें। दोनों ही ठीक हैं। हाँ, Adverb को Object के बाद रखना अच्छा अवसर होगा। एक-दो उदाहरण और हैं—

He loves you *sincerely*

He reads books *carefully*.

इन दोनों ही वाक्यों में Adverbs 'sincerely' और 'carefully' को क्रमशः Objects 'you' और 'book' के बाद रखा गया है, जो ठीक है। यदि हम उन्हें इस प्रकार रख दें—He loves sincerely you. He reads carefully books, तो वह गलत होगा, क्योंकि इन वाक्यों में Adverb, Verb और Object के बीच में आ चले हैं।

Note—यह बाद रखें कि यदि Transitive Verb के बाद जाने वाले Object के बाद और Clause का चाप तो Adverb को Transitive Verb और Object के बीच में रखा जा सकता है; जैसे—

He punished severely all those who had wronged him.

इस वाक्य में 'punished' Transitive Verb है, और 'all those' Object, इन दोनों के बीच में Adverb 'severely' का प्रयोग हुआ है, जो ठीक है, क्योंकि Object के बाद यह clause का प्रयोग हुआ है। एक उदाहरण और है—

I love whole-heartedly everything that has been created by God.

इस वाक्य में भी Adverb 'whole-heartedly' का प्रयोग Transitive Verb 'love' और Object 'everything' के बीच में हुआ है, जो ठीक है, क्योंकि Object के बाद यह clause का प्रयोग हुआ है।

अब इस वाक्य को देखें—

*Examine critically the character of Anne in "The Door of Opportunity."*  
[B. U. B. A. English II (1957 A)]

इस वाक्य में Transitive Verb (examine) के Object के साथ बहुत-से शब्द मिले हुए हैं—the character of Anne in 'The Door of Opportunity' और इसलिए इसके बाद तो Adverb (critically) का स्थान होना ही नहीं चाहिए। यही कारण है कि इस वाक्य में Adverb को Verb और Object के बीच में रख दिया गया है, जिससे अशुद्ध नहीं कहा जा सकता।

### Rule III Adjective, Adverb and "Enough"

Enough एक ऐसा Adverb है जो Adjective या अन्य Adverb के बाद आता है, पहले नहीं; जैसे—

He was *kind enough* to help me.

He spoke *highly enough* of my works

यहाँ पहले वाक्य में enough का स्थान Adjective (kind) के बाद आया है और दूसरे में Adverb (highly) के बाद। यदि इन वाक्यों को बनावर इस प्रकार की होती—  
He was enough kind to help me. He spoke enough highly of my works, तो ये अशुद्ध हो जाते।

### Rule IV. Intransitive Verb and Adverb

यदि Adverb किसी Intransitive Verb को modify करे तो उसे ऐसे Verb के ठीक बाद में रखना चाहिए, जैसे—

He walks *slowly* and sleeps *soundly*.

इस वाक्य में दो Intransitive Verbs 'walks' और 'sleeps' का प्रयोग हुआ है और इसलिए Adverbs 'slowly' और 'soundly' को इसके बाद रखा गया है। अतः यह वाक्य गलत है—He slowly walks and soundly sleeps.

### Rule V. Intransitive Verb and Adverb of Time

कुछ ऐसे Adverb हैं जो समय का बोध कराते हैं। ये हैं—always, ever, never, often, sometimes, generally, rarely और seldom. इनका प्रयोग Intransitive Verbs के पहले होता है, बाद में नहीं; जैसे—

He *always* sleeps. He *never* sleeps.

He *seldom* sleeps. He *often* sleeps.

हाँ, यदि वे Intransitive Verbs, Verb 'to be' (is, am, are, was, were) हों तो इन Adverbs का प्रयोग पहले भी हो सकता है और बाद भी; जैसे—

He *is rarely* absent. He *rarely is* absent.

He *is seldom* present. He *seldom is* present.



इन वाक्यों में Intransitive Verb का प्रयोग हुआ है। इसलिए Adverb को Verb के पहले आना चाहिए, पर यहाँ यह Intransitive Verb 'is' है जो Verb 'to be' है। अतः Adverb का प्रयोग इसके बाद में भी करना अशुद्ध नहीं है। इसलिए ये वाक्य शुद्ध नहीं हैं—He laughs always. Swift smiled never. A madman sleeps seldom. I speak always the truth.

### Rule VI. Auxiliary and Principal Verbs

Adverbs का प्रयोग Auxiliary Verb (सहायक क्रिया) और Principal Verb के बीच में होता है; जैसे—

He will *certainly* go.

इस वाक्य में 'will' Auxiliary Verb है और 'go' Principal Verb. इसलिए Adverb 'certainly' इन दोनों के बीच में आया है। यहाँ 'certainly' का प्रयोग 'will' के पहले या 'go' के बाद करना गलत होता। कुछ और उदाहरण लें—

I have *never* seen it.

He is *patiently* doing it.

I shall *not* do it.

पहले वाक्य में Adverb 'never' का प्रयोग Auxiliary Verb 'have' और Principal Verb 'seen' के बीच में हुआ है। दूसरे में Auxiliary Verb 'is' और Principal Verb 'doing' के बीच में Adverb 'patiently' आया है और तीसरे वाक्य में भी Adverb 'not' का प्रयोग 'shall' और 'do' के बीच में हुआ है, जो क्रमशः Auxiliary और Principal Verb हैं।

### Rule VII. The Split Infinitive

Adverb का प्रयोग 'to' और Infinitive के बीच में गलत समझा जाता है; जैसे—

I request you to kindly grant me leave.

इस वाक्य में Infinitive 'to grant' को अलग कर दिया गया है और इन दोनों के बीच (to और grant के बीच) Adverb 'kindly' को रख दिया गया है। व्याकरण में इसे Split Infinitive कहते हैं; क्योंकि split का अर्थ होता है काटना। नियम यह है कि आप Adverb को Infinitive के पहले या बाद, अर्थ के अनुसार रखें, Infinitive को अलग कर उसके बीच में नहीं। इसलिए नियमानुसार यह वाक्य अशुद्ध है—I advised him to carefully read. यहाँ Infinitive 'to read' के बीच में Adverb 'carefully' को रख दिया गया है। व्याकरण के नियमानुसार Adverb का स्थान यहाँ Verb 'read' के बाद होना चाहिए—I advised him to read carefully.

Note (a)—आपकल अच्छे-अच्छे जानकार भी Split Infinitive के दोष से बच नहीं पाते। इसलिए एक आचार्य ने कहा है—

*"The split infinitive is an ugly thing, ...but it is one among several hundred ugly things....Even that mysterious quality, 'distinction' of style, may in modest measure be attained by splitter of infinitives."*

—FOWLER : KING'S ENGLISH

And again,

*"We admit that separation of to from its infinitive... is not in itself desirable..... We will split infinitives sooner than be ambiguous or artificial; more than that, we will freely admit that sufficient recasting will get rid of any split infinitive."*—FOWLER : MODERN ENGLISH USAGE

फाउलर साहब ने इस बात पर जोर दिया है कि जहाँ तक सम्भव हो, हम अपने वाक्य को बनावट इत प्रकार करें कि अर्थ भी स्पष्ट रहे और Split Infinitive का दोष भी न आवे। हम सिर्फ Split Infinitive से बचने के लिए वाक्य के अर्थ को भ्रष्ट नहीं करें। कहते का तात्पर्य यह कि फाउलर साहब की दृष्टि में यह कोई बहुत भारी गलती नहीं है। एक आचार्य ने जो प्रत्यक्ष रूप से अपना मत इस प्रकार रखा है—

*"Split infinitive with a single adverb may be allowed."*

—G. H. VALLINS : BETTER ENGLISH

इस नियम के सम्बन्ध में भाष्य अमेरिका के एक प्रसिद्ध व्याकरणाचार्य का मत हुनै। उन्होंने यह वाक्य लिखा है—

If you expect to eventually succeed, you must keep trying.

और इस पर अपना विचार इस प्रकार प्रकट किया है—

*"We have here an example of that notorious bugbear of academic grammar, the split infinitive.... I am happy to be able to report to you that it is not only legal, it is also ethical, moral.... Benjamin Franklin, Washington Irving, Nathaniel Hawthorne, Theodore Roosevelt and Woodrow Wilson among many others, were unconscionable infinitive splitters. And modern writers are equally partial to the construction."*

—NORMAN LEWIS : WORD POWER

वास्तव में, Split Infinitive का प्रचार और प्रयोग इतना अधिक हो गया है कि अब यह बड़ा दोष नहीं माना जाता और Split Infinitive को split कर इसके बीच में एक-आध Adverb का प्रयोग काफी जोर से हो रहा है। हाँ, Infinitive को split करके इसके बीच बहुत-से Adverbs की एक कड़ी जोड़ना आजकल भी बहुत समझा जाता है, क्योंकि इससे वाक्य मज़ा हो जाता है; जैसे—

I have asked him to thoroughly, patiently, sincerely, and carefully read his books.

यहाँ Infinitive (to read) को split करके to और read के बीच चार Adverbs के प्रयोग कर दिये गये हैं, जो काफी मज़ा लगता है। इससे अचूक होता यदि इस चारों Adverbs को books के बाद रखा जाता। अब इस वाक्य को देखें—

I request you to kindly grant me casual leave.

यहाँ Infinitive to grant को split करके to और grant के बीच एक Adverb (kindly) को रखा गया है। यह वाक्य मज़ा नहीं मान्य पड़ना। यों तो Nesfield तथा अन्य पुराने आचार्यों के मतानुसार यह वाक्य बहुत समझा जायगा, क्योंकि इसमें Split Infinitive का दोष आ गया है, पर Fowler, Vallins तथा Norman Lewis जदि आचार्यों के अनुसार यह कोई बहुत बड़ा दोष नहीं है।

इस सम्बन्ध में मेरा विचार है कि Infinitive को split करके to और Verb के बीच में आप एक से अधिक Adverb का प्रयोग कभी नहीं करें, क्योंकि इनसे वाक्य भरा हो जाता है और इसलिए किसी भी व्याकरणार्थी ने, यहाँ तक कि Norman Lewis ने भी, ऐसे प्रयोग को अच्छा नहीं माना है। आप प्रयत्न तो यह करें कि to और Verb के बीच में एक भी Adverb का प्रयोग न हो। यहो सर्वोत्तम है, पर यदि आप एक Adverb का प्रयोग कर ही दें, तो लोगों को चाहिए कि आधुनिक प्रयोगानुसार इस दोष को उद्धारतापूर्वक क्षमा कर दें और लेखक या परोक्षार्थी को इसके लिए दण्ड न दें।

Note (b)— Infinitive को काटकर to और Verb के बीच में Adverb 'not' का प्रयोग भयंकर भूल है, क्योंकि not का स्थान सदा Infinitive के पहले रहता है; जैसे—

He asked me *not to go* there.

He asked me *to not go* there.

यहाँ पहले वाक्य में 'not' का प्रयोग Infinitive 'to go' के पहले है, जो शुद्ध है, पर दूसरे वाक्य में Infinitive 'to go' को भंग (split) कर दिया गया है और to तथा go के बीच में 'not' को रखा गया है। यह भी एक प्रकार का Split Infinitive ही है, क्योंकि 'not' एक Adverb है। ऐसा Split Infinitive प्रयोग में नहीं है और कोई भी लेखक या व्याकरणार्थी इसको शुद्ध नहीं कह सकता और न कहता ही है।

## EXERCISE

### Q. Correct the following sentences—

(a) He explained clearly the poem. (b) I do cheerfully my duties. (c) Describe briefly your class room. (d) Express boldly your views. (e) He was enough pleased to help me. (f) I love my country enough dearly. (g) He looks never sad. (h) He comes late always. (i) He was told to not laugh. (j) I advised him to not make a noise.

Hint—(a) He clearly explained . . . poem or, he explained the poem clearly. (b) I cheerfully do my duties or, I do my duties cheerfully. (c) Briefly describe or, . . . room briefly. (d) Boldly express or, . . . views boldly (e) pleased enough. (f) dearly enough (g) never looks. (h) always comes. (i) not to laugh. (j) not to make . . .

### (vi) Position of Correlatives

#### Rule 1. Noun, Adjective, Verb and Correlatives

कुछ ऐसे शब्द हैं जो बराबर एक साथ जोड़ा (pair) बनकर आते हैं और Conjunction का काम करते हैं। इन्हें ही Correlatives कहा जाता है। ये हैं—either . . . or, neither . . . nor, both . . . and, not only . . . but also और as much . . . as. इनके प्रयोग के सम्बन्ध में इनके स्थान (position) पर पूरा ध्यान रखना चाहिए, क्योंकि निम्न यह है कि इनमें से एक भाग के साथ जिस Part of Speech का प्रयोग होता है वही दूसरे भाग के साथ भी युक्त होना चाहिए। यदि एक का स्थान Noun के पहले हो, तो दूसरे का भी Noun हो के पहले होना चाहिए, Verb या Adjective आदि के पहले नहीं। वही प्रकार यदि एक का स्थान Verb के पहले हो, तो दूसरे का भी Verb ही के पहले होना चाहिए, किसी दूसरे प्रकार के शब्द के पहले नहीं, जैसे—

I saw neither *Ram* nor *Mohan*.

I neither saw *Ram* nor wrote to him.

यहाँ पहले वाक्य में neither का स्थान Noun (*Ram*) के पहले है। इसलिए इसके जोड़े का स्थान (nor का) भी Noun (*Mohan*) के पहले है। दूसरे वाक्य में neither का स्थान Verb के पहले है और इसलिए nor का भी स्थान Verb ही के पहले है। यदि हम ऐसा लिखें—I neither saw *Ram* nor *Mohan*, तो यह असुद्ध होगा, क्योंकि यहाँ 'neither' Verb के पहले है और 'nor' Noun के पहले। एक-दो उदाहरण और लें—

He gave me not only a *book* but also *money*.

He not only *beat* me but also *abused* me.

ये वाक्य सुद्ध हैं। पहले वाक्य में not only के बाद Noun (*book*) आया है। इसलिए दूसरे (but also) के बाद भी Noun (*money*) का प्रयोग हुआ है। दूसरे वाक्य में not only के बाद Verb आया है और इसलिए नियमानुसार but also के बाद Verb हो आया है। यदि हम इनके स्थान में शब्दों को परिवर्तन कर दें, तो वाक्य असुद्ध हो जायगा, जैसे—He not only gave me a *book* but also *money*. यहाँ not only के बाद Verb आया है, पर but also के बाद Noun '*money*'. अतः यह वाक्य असुद्ध है। अब both, and का भी एक-दो उदाहरण लें—

Both *Ram* and *Shyam* are good.

He is both *intelligent* and *diligent*.

ये दोनों ही वाक्य सुद्ध हैं। पहले में both के बाद Noun आया है और इसलिए and के भी बाद Noun ही है। दूसरे वाक्य में both के बाद Adjective का प्रयोग हुआ है और इसलिए and के भी बाद Adjective का ही प्रयोग है। अतः ये वाक्य सुद्ध हैं। अब इन वाक्यों को देखें—He has read both in *India* and *England* यहाँ both के बाद Preposition 'in' आया है, पर and के बाद Noun '*England*'. इसका सुद्ध रूप यह होगा—

He has read both *in India* and *in England*.

या He has read *in both India* and *England*.

अब इन वाक्यों को देखें—

"Both for good and evil almost everything that distinguishes our age from its predecessors is due to science." —BERTRAND RUSSELL

"The poor both in town and country suffered terribly from the price of bread." —G. M. TREVELYAN

"They have been used either to clear a very knotty problem in his mind or in that of his co-workers." —THE MODERN REVIEW : Feb '57

यहाँ पहले के दो वाक्यों में both के बाद क्रमशः Preposition 'for' और 'in' आये हैं, पर and के बाद Nouns '*evil*' और '*country*', जो असुद्ध हैं। यहाँ and के भी बाद (अर्थात् *evil* और *country* के पहले) एक Preposition का प्रयोग होना चाहिए। इसी प्रकार तीसरे वाक्य में either के बाद Infinitive (to clear) आया है, पर 'or' के बाद Preposition (in)। यदि either को problem के बाद रख दिया जाय तो 'either', 'or'

इस सम्बन्ध में मेरा विचार है कि Infinitive को split करके to और Verb में आप एक से अधिक Adverb का प्रयोग करी नहीं करें, क्योंकि तब गलत माना जाता है और इनकार किसी भी व्याकरणकार्य ने, यहाँ तक कि Norman Lewis प्रयोग को अच्छा नहीं माना है। आप प्रयत्न तो यह करें कि to और Verb के बीच Adverb का प्रयोग न हो। यही सर्वोत्तम है, पर यदि आप एक Adverb का प्रयोग करें, तो लोगों को चाहिए कि व्याप्तिक प्रयोगानुसार इस दोष को उदाहरणार्थ इस प्रकार दा पराहार्थी को इसके लिए दण्ड न दें।

Note (b)— Infinitive को काटकर to और Verb के बीच में Adverb का प्रयोग सर्वकर भूल है, क्योंकि not का स्थान सदा Infinitive के पहले रहना है।

He asked me *not* to go there.

He asked me *to not* go there.

यहाँ पहले वाक्य में 'not' का प्रयोग Infinitive 'to go' के पहले है, यो दूसरे वाक्य में Infinitive 'to go' को अलग (split) कर दिया गया है और to के बीच में 'not' को रखा गया है। यह भी एक प्रकार का Split Infinitive है। 'not' एक Adverb है। ऐसा Split Infinitive प्रयोग में नहीं है और ऐसे वाक्य व्याकरणकार्य इनको ग़ुन नहीं कह सकता और न कहता हो है।

## EXERCISE

Q. Correct the following sentences—

(a) He explained clearly the poem. (b) I do cheerfully my duties. (c) I describe briefly your class room. (d) Express boldly your views. (e) He was pleased to help me. (f) I love my country enough dearly. (g) He looks new. (h) He comes late always. (i) He was told to not laugh. (j) I advised him to make a noise.

Thus (a) He clearly explained ... poem or, he explained the poem clearly. (b) I cheerfully do my duties or, I do my duties cheerfully. (c) I describe or, I describe briefly your class room. (d) Boldly express or, ... views boldly. (e) He was pleased enough. (f) dearly enough. (g) never looks. (h) always comes. (i) advised him not to make

## (vi) Position of Correlatives

Rule 1. Noun, Adjective, Verb and Correlatives

यदि दो वाक्य हैं जो बराबर एक साथ जोड़ा (pair) बनकर बने हैं और Correlatives का काम करते हैं। उन्हें जो Correlatives कहा जाता है। वे हैं—either...nor, both...and, not only...but also और as...so। इनके प्रयोग के सम्बन्ध में इनके स्थान (position) पर ध्यान रखना चाहिए। इनके प्रयोग के साथ ही बहुत होना चाहिए। यदि एक का स्थान Noun के लगे हो, तो दूसरे का भी Noun होना चाहिए, यदि एक का स्थान Verb का Adjective लगे हो, तो दूसरे का भी Verb होना चाहिए। यदि एक का स्थान Verb के लगे हो, तो दूसरे का भी Verb होना चाहिए।

I saw neither Ram nor Mohan

I neither saw Ram nor wrote to him.

यहाँ पहले वाक्य में neither का स्थान Noun (Ram) के पहले है। इसलिए इसके बाद का स्थान (not का) भी Noun (Mohan) के पहले है। दूसरे वाक्य में neither का स्थान Verb के पहले है और इसलिए nor का भी स्थान Verb ही के पहले है। यदि हम देखा करें— I neither saw Ram nor Mohan, तो यह बहुत हास्यपूर्ण है क्योंकि यहाँ 'neither' Verb के पहले है और 'nor' Noun के पहले। एक-दो उदाहरण भी हैं—

He gave me not only a book but also money.

He not only beat me but also abused me.

ये वाक्य शुद्ध हैं। पहले वाक्य में not only के बाद Noun (book) आया है। इसलिए उसे (but also) के बाद भी Noun (money) का प्रयोग हुआ है। दूसरे वाक्य में not only के बाद Verb आया है और इसलिए निश्चयपूर्वक रूप से but also के बाद Verb ही आया है। यदि हम इनके स्थान में बदला भी बरिष्ठता कर दें, तो वाक्य बहुत ही गड़बड़ हो जायगा, जैसे— He not only gave me a book but also money. यहाँ not only के बाद Verb आया है, पर but also के बाद Noun 'money' आया है। अतः यह वाक्य गड़बड़ है। अब both.. and का भी एक-दो उदाहरण लें—

Both Ram and Shyam are good.

He is both intelligent and diligent.

ये दोनों ही वाक्य शुद्ध हैं। पहले में both के बाद Noun आया है और इसलिए and के बाद भी Noun ही है। दूसरे वाक्य में both के बाद Adjective का प्रयोग हुआ है और इसलिए and के बाद भी Adjective का ही प्रयोग है। अतः ये वाक्य शुद्ध हैं। अब इन दोनों को देखें— He has read both in India and England यहाँ both के बाद 'reposition' 'in' आया है, पर and के बाद Noun 'England' आया है। इसका शुद्ध रूप यह होगा—

He has read both in India and in England.

या He has read in both India and England.

अब इन वाक्यों को देखें—

"Both for good and evil almost everything that distinguishes our age from its predecessors is due to science." —BERTRAND RUSSSELL

"The poor both in town and country suffered terribly from the price of bread."

—G. M. TREVELYAN

"They have been used either to clear a very knotty problem in his mind or in that of his co-workers." —THE MODERN REVIEW : Feb. '57

यहाँ पहले के दो वाक्यों में both के बाद क्रमशः Preposition 'for' और 'in' आये हैं, पर and के बाद Nouns 'evil' और 'country' आये हैं। यहाँ and के भी बाद (अर्थात् evil और country के पहले) एक Preposition का प्रयोग होना चाहिए। इसी प्रकार तीसरे वाक्य में either के बाद Infinitive (to clear) आया है, पर 'or' के बाद Preposition (in)। यदि either को problem के बाद रख दिया जाय तो 'either', 'or'

के दोनों ही भाग बाहर हो जायेंगे, क्योंकि इन दोनों ही के बाद Preposition का प्रयोग हो जायगा और तब वाक्य शुद्ध हो जायगा। देखिय, सावधानी से निम्नलिखित वाक्यों को गलती नहीं करने—

*"The poet's command both of his experience and of his technique is perfect."* —F. R. LEAVIS

*"The plays of Synge form rather a special case because they are based upon the idiom of a rural people whose speech is naturally poetic, both in imagery and in rhythm."* —T. S. ELIOT

*"Goodman is most successful with respect both to the control and to the development of his method."*—THE KENYON REVIEW : Spring, '55

*"In this lecture I wish to consider both in history and in the present day the relation of the exceptional man to the community."*

—BERTRAND RUSSELL

यहाँ इन वाक्यों में both...and को काफ़ी सावधानी से रखा गया है, क्योंकि both और and दोनों ही के बाद Preposition (कमरः of, in, to & in) का प्रयोग हुआ है। आप यह भी देखें कि यहाँ Bertrand Russell ने सावधानी से काम लिया है, पर उनका जो वाक्य ऊपर दिया गया है उसमें असावधानी के कारण अशुद्धि आ गयी है। तो, इससे यह स्पष्ट है कि Correlative की अशुद्धि बड़े-बड़े लोगों से भी कभी-कभी असावधानी के कारण हो जाती है। आप इससे अवगत रहें।

## EXERCISE

Q. Correct the following sentences—

(a) I could neither help Ram nor Shyam. (b) He neither had gold nor silver. (c) She neither offended me nor my friend. (d) He both offended me and my friend. (e) He is as much noted for his bravery as for his charity. (f) He not only built a house but also a garage. (g) Latin is not only difficult to read but also to write. (h) I neither met Gopal nor his brother. (i) I have read both in England and America. (j) He has gone both to America and Russia. (k) Neither he comes nor writes. (l) I neither want to take nor give.

Hints—(a) help neither Ram....; (b) had neither gold; (c) offended neither me....; (d) offended both me....; (e) He is noted as much for....; (f) He built not only....; (g) difficult not only to read....; (h) neither Gopal; (i) both in England and in America; (j) both to America and to Russia or....gone to both America and Russia; (k) He neither comes nor writes; (l) neither to take nor to give.

## (vii) Position of Relative Pronoun

### Rule 1. Relative Pronoun and Antecedent

वाक्यों में Relative Pronoun (who, which और that) तथा Relative Adverb (when and where) को अपने Antecedent के समीप रखना चाहिए; जैसे—

I have read the books of *Milton who* was a great English poet.

यहाँ Relative Pronoun 'who' को अपने Antecedent 'Milton' के समीप रखा गया और ऐसा चाहिए भी। यदि हम ऐसा लिखें—

*I have read Milton's works, who was a great English poet.*

तो यहाँ who अपने Antecedent से दूर चल जाता है। यह अच्छा नहीं लगता और साथ-साथ कभी-कभी जग में भी अन्तर पड़ जा सकता है। इसलिए आप ऐसा वाक्य नहीं लिखें—

*I went to Shyam's residence who is my friend.*

ऐसे वाक्य को बनावट को बोझ सा बदल दें—

*I went to the residence of Shyam who is my friend.*

इस वाक्य में न तो व्याकरण की अशुद्धि है और न अर्थ की अस्पष्टता।

## EXERCISE

*Q. Correct the following sentences—*

(a) I like my friend's dog who is a good man. (b) I do not like Shelley's poems who was a romantic poet. (c) A large number of seats have been occupied by scholars that have no backs. (d) Some persons use walking-sticks that are lame and blind (e) I gave Ram a pen who is a nice chap.

*Hints—*(a).....dog of my friend who. ...., (b). . . poems of Shelley who....; (c) A large number of seats that have no backs have scholars; (d) Some persons that are lame and blind use walking-sticks; (e) I gave a pen to Ram who is....chap.

## (C) GOVERNMENT

### Rule 1. Transitive Verb and Preposition

अब हम Syntax के तीसरे नियम Government (शासन) पर विचार करें। व्याकरण में कुछ ऐसे शब्द हैं जो दूसरे शब्दों पर शासन करते हैं। Transitive Verb, Preposition तथा कुछ Adjectives (like, unlike, near and worth) अपने बाद में आने वाले Nouns या Pronouns पर शासन करते हैं, क्योंकि ऐसे Nouns या Pronouns को Objective Case में रहना पड़ता है। वे इस शासन को मंजूर नहीं कर सकते, क्योंकि ऐसा करना व्याकरण और प्रयोग दोनों ही दृष्टियों से अशुद्ध समझा जाता है। कुछ उदाहरण लें—

*I love him.*

*There is no humanity in him.*

*You are like him.*

यहाँ पहले वाक्य में Transitive Verb (love) के बाद आने वाला Pronoun (him) Objective Case में है। इसी प्रकार दूसरे वाक्य में Pronoun Objective Case में है, क्योंकि यह Preposition (in) के बाद आया है। तीसरे वाक्य में भी Objective Case (him) का प्रयोग हुआ है, क्योंकि यह like का Object है। अतः ये सभी वाक्य शुद्ध हैं। इन वाक्यों में Nominative Case (he) का प्रयोग सर्वथा अनुचित



## KEY

(1) an—Rule II. (2) a—Rule II. (3) a—Rule II. (4) a—Rule II. (5) an, an—Rule II. (6) Bees wander—Rule VI. (7) I love nature and poetry—Rule VII. (8) The Indian Nation—Rule VIII. (f). (9) Everest is the—Rule VIII (a). (10) keep house—Rule IX (a). (11) on foot—Rule IX (a). (12) taken action—Rule IX (a). (13) elected president—Rule IX (b). (14) sent me word—Rule IX (a). (15) in favour—Rule IX (a). (16) sort of man—Rule XI (d). (17) kind of dress—Rule IX (d). (18) He is a poet and critic—Rule IV—Note.

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## CHAPTER II

# ARTICLES

वाक्य में Articles को कहाँ रखना चाहिए इस पर Syntax के अध्याय में Position of Articles के प्रसंग में दिखाना किया जा चुका है। यहाँ हमें यह देखना है कि किस Article का प्रयोग किन-किन अवस्थाओं में होता है या नहीं होता है।

### Rule I. Singular Common Noun and Article

यदि Common Noun Singular Number में हो तो उसके पहले एक Article का प्रयोग अवश्य होता है। यदि वह Noun निश्चित (Definite) हो तो एक Definite Article (the) का प्रयोग होता है और यदि वह अनिश्चित (Indefinite) हो तो एक Indefinite Article (a या an) का, जैसे—

This is *the dog* that I saw yesterday.

It is *a book*. It is *an ink-pot*.

यदि इन Common Nouns (dog, book और ink-pot) के पहले एक Article का प्रयोग नहीं होता, तो वे वाक्य अधुन संपूर्ण न माने जायें।

**Note**—इस नियम के बावजूद यह स्पष्ट है कि यदि वाक्य में Noun का प्रयोग नहीं हो, तो Article का प्रयोग नहीं हो सकता। Noun के रहने पर ही Adjective या Adverb के पहले Article आता है। Noun के नहीं रहने पर Adjective के पहले Article का प्रयोग अवश्य मूल है। एक-दो उदाहरण लें—

He is *a faithful servant*.

यहाँ 'a' का प्रयोग इसलिए हुआ है कि वाक्य में Noun (servant) आया है। यदि यहाँ से इस Noun को हटा दिया जाय, तो Article (a) भी हट जायगा, जैसे—

He is faithful.

अब इन वाक्यों को देखें—

He is *a faithful*. He is *a loyal*. You are *a brave*.

इन वाक्यों में Noun का प्रयोग नहीं हुआ है, फिर भी Article का प्रयोग कर दिया गया है, जो अशुद्ध है।

## EXERCISE

**Q. Correct the following sentences—**

(a) It is *a very useful*. (b) She is *a beautiful*. (c) It is *a good thing*. (d) There is *a pen* in my pocket.

**Hints**—Don't use 'a' in (a) and (b). Use 'a' before 'good' and 'pen' in (c) and (d) respectively.

**Rule II. 'A' and 'An'**

जिस Noun के पहले a या an का प्रयोग करना हो उसको (उसका प्रारम्भ) हिन्दी में लिख लें। यदि उस Noun का पहला letter (अक्षर) हिन्दी में Vowel (स्व) हो, तो an का प्रयोग करें, पर यदि उसका पहला letter हिन्दी में Consonant (संज्ञ) हो तो a का, जैसे—

ink-pot.

इसको हिन्दी में लिखें—इंकपॉट : इसका पहला letter (e) Vowel है।  
इसके पहले an का प्रयोग होगा—an ink-pot. इसी प्रकार university को हिन्दी में  
लिखें—यूनिवर्सिटी : इसका पहला letter (u) Consonant है। अब इसके पहले a का  
प्रयोग होगा—a university. ऊपर और भी उदाहरण लें—  
a European (यूरोपीय)।

a European (यू), an hour (आ), an M.A. (एम), an S.D.O. (एस),  
a humble (ह)।

इस सभी वसाहतों में Nouns को हिन्दी में लिखने पर उनके पहले letters (अ, आ, ए, इ तथा ह) के अनुसार a या an का प्रयोग किया गया है।  
अब इस वाक्य को देखें—

Shree Bhola Manjhi was formerly a L. P. School teacher.

—THE INDIAN NATION: MARCH 19, '5"

दर। 2 के बदले 20 का प्रयोग होना चाहिए।

Note—वायुनिक प्रयोग में hotel, historical तथा humble के शब्दों में 'व' प्रयोग होता है, जो का नहीं; क्योंकि इनका व्युत्पत्ति 'होटल' 'हमोरीकल' और 'हम्बल' के शब्दों से है। 'होटल', 'हिस्टोरिकल' और 'हम्बल' हो गया है। इसलिए इन शब्दों के शब्दों में 'व' का प्रयोग पुराना समझा जाता है जिससे कि इन भाषाओं में भी कहा है—

"...as was formerly usual before an unaccented syllable beginning with h (an historical work), but now that the h in such words is pronounced the distinction has become pedantic, and 'a historical' should be said and written; similarly an humble is now meaningless and undesirable."

—FOWLER: MODERN ENGLISH USAGE

—FOWLER: MODERN ENGLISH USAGE  
 "Anyone who says or writes 'an humble man' needs thoroughly shaking up and telling what century he lives in."

—C. WHITTAKER WILSON: ENGLISH GRAMMAR

...but he is a humble man...."

.....but he is a humble man...."

—T. S. FLAOT

—T. S. ELIOT  
open to him."

— T. S. FLAUT

ॐ नमो भगवते वासुदेवाय—

"I therefore welcome this publication which is an humble tribute to his memory by the Ministry of Information and Broadcasting of the Government of India." —DR. RAJENDRA PRASAD

DR. KUNDELA PRASAD : MAHATMA GANDHI

DR. KUNDELA PRASAD : MAHATMA GANDHI

रहे बहुत नहीं कहा जा सकता, क्योंकि बाग्र भी humble और historical के साथ, इनके पुराने उच्चारण के अनुसार, an का प्रयोग होता है। हाँ, hotel के साथ an का प्रयोग आधुनिक साहित्य में नहीं मिलता। इसलिए मेरा विचार है कि कुछ दिनों तक और भी humble और historical के साथ a और an दोनों ही प्रयोगों को ठुढ़ माना जाय।

## EXERCISE

### Q. 1. Correct the following sentences—

(a) He reads in a H. E. school. (b) Ram is a N.C.C. cadet. (c) I have an one-foot rule. (d) My mother is a M.Com (e) It is an useful rule. (f) It is an U.N.O. resolution. (g) Shri Bhola Manjha was formerly a L. P. School teacher. (h) My uncle is a S. I. of Police. (i) A F.I.R. has been submitted.

*Hints—*(a) an; (b) an; (c) a; (d) an; (e) a; (f) a; (g) an; (h) an; (i) an.

### Q. 2. Fill up the blanks with a or an—

(a) You are—university student (b) My brother is—S.D.O (c) He is—one-eyed man. (d) It is—M. E. School. (e) My son reads in—U. P. school.

*Hints—*(a) a, (b) an; (c) a; (d) an; (e) a.

### Rule III. Adjective, Adverb and Article.

यदि वाक्य में Noun के पहले Adjective का प्रयोग हो और Adjective के पहले Adverb का, तो Article (a या an) अपने सबसे समीप जाने वाले Adverb या Adjective के अनुसार होता है, Noun के अनुसार नहीं; जैसे—

a man; an honest man;

an artist; a good artist;

an ink-pot; a lovely ink-pot; an exquisitely lovely ink-pot.

पहले उदाहरण man के पहले निश्चयानुसार a का प्रयोग हुआ है। दूसरे वाक्य में man के पहले एक Adjective 'honest' आ गया है। इसलिए Article का प्रयोग honest के अनुसार हुआ है, man के अनुसार नहीं। अन्य वाक्यों में भी Noun के पहले आने वाले Adjective या Adverb के अनुसार ही a या an का प्रयोग हुआ है।

### Rule IV. Nouns or Adjectives and Article

जब एक से अधिक Noun या Adjective एक ही व्यक्ति या वस्तु का बोध करावे तो फिर एक ही के पहले Article का प्रयोग होता है, पर यदि अलग-अलग व्यक्तियों या वस्तुओं का बोध हो तो उनमें से प्रत्येक के पहले Article का प्रयोग होना चाहिये; जैसे—

a red and blue pencil, a red and a blue pencil,

a poet and thinker; a poet and a thinker.

यहाँ पहले वाक्य में एक ही Adjective के पहले Article का प्रयोग हुआ है, क्योंकि ये दो Adjective 'red' और 'blue' एक ही pencil के लिए प्रयुक्त हुए हैं। दूसरे वाक्य में दोनों ही Adjectives के पहले Article का प्रयोग हुआ है, क्योंकि यहाँ दो पेंसिलों का बोध होता है—एक red और दूसरी blue. इसी प्रकार, तीसरे वाक्य में एक ही Noun के

पहले Article आता है, क्योंकि यहाँ poet और thinker एक ही व्यक्ति है। जैसे मैं एक व्यक्ति thinker है और दूसरा poet. इनपर दोनों ही Nouns के पहले Article का प्रयोग हुआ है।

**Note**—Article के इन प्रयोग का असर Verbs पर क्या पड़ता है यह Syntax समझाया गया है। उस पर ध्यान से विचार करें।

**Note**—यदि वाक्य में बहुत-से ऐसे Nouns का व्यवहार करना हो जिनमें से किसी के पहले a और किसी के पहले an आना चाहिए तो उनमें से प्रत्येक के पहले Article का प्रयोग करना चाहिए; जैसे—

There are many things on this table—a book, a pen and an ink-pot.

पर यदि उन सभी Nouns से एक ही व्यक्ति या वस्तु का बोध करना हो, तो जिनके पहले Noun के साथ Article का प्रयोग करना चाहिए, उसके पहले नहीं, जैसे—

a thinker and artist; a thinker and an artist.

नियमानुसार thinker के पहले a और artist के पहले an का प्रयोग अवगम्य होना चाहिए, जैसा कि दूसरे उदाहरण में किया गया है। पहले उदाहरण में एक ही Noun के पहले Article आया है क्योंकि इन दोनों ही Nouns से एक ही व्यक्ति का बोध होता है।

#### Rule V. Distributive and Possessive Adjectives and Article

यदि Noun के पहले कोई Distributive Adjective (each, either, neither) या कोई Possessive Adjective (my, our, your, his, her, their) का प्रयोग हो तो उस Noun के पहले Article का व्यवहार नहीं होता, जैसे—

every book; neither book.

पहले कहा गया है कि Common Noun Singular Number के पहले एक Article का प्रयोग होता है, पर यहाँ Article का प्रयोग अशुद्ध होता क्योंकि book के पहले Distributive Adjective का गया है। इसी प्रकार my a book, his a pen लिखना अशुद्ध है, क्योंकि यहाँ Noun के पहले Possessive Adjective का प्रयोग हुआ है।

#### Rule VI. Plural Nouns and Article

यदि Common Noun plural हो, तो Article का प्रयोग नहीं होता। Plural Nouns के पहले a या an का प्रयोग तो कभी हो ही नहीं सकता, the का भी प्रयोग नहीं होता है, यदि वह Indefinite (अनिश्चित) हो—

Dogs bark. Cows give milk.

यहाँ 'dogs' और 'cows' से किसी खास dogs या cows बोध नहीं होता है। इसलिए The dogs bark. और The cows give milk अशुद्ध वाक्य हैं।

**Note**—यदि किसी Plural Noun से निश्चित व्यक्ति या वस्तु का बोध हो, तो the का प्रयोग करना उचित है, जैसे—

The dogs of this place bark loudly.

The cows of Ram give much milk.

इन वाक्यों में dogs और cows से निश्चित dogs और cows का बोध होता है।

इसलिए the का प्रयोग शुद्ध है। अगर देखेंगे कि साधारणतया जिन Plural Nouns के पहले the का प्रयोग होता है वे Preposition 'of' के पहले आते हैं और यही 'of' उन Plural Nouns को निश्चित बना देता है; जैसे—

Men are good. The men of India are good.

Books are useful. The books of Ram are useful.

यहाँ पहले और तीसरे वाक्यों में men और books के पहले the का प्रयोग नहीं हुआ है, क्योंकि इनसे निश्चित व्यक्ति या वस्तु का बोध नहीं होता, पर दूसरे और चौथे में men और books 'of' के पहले आये हैं, और इसलिए ये निश्चित व्यक्ति या वस्तु का बोध कराते हैं। अतः इन वाक्यों में the का प्रयोग शुद्ध है।

## EXERCISE

Q. Correct the following sentences—

(a) You are an good artist (b) It is a red and a blue pencil. (c) An every man can do this work. (d) The each boy is present in the class. (e) It is a your book. (f) The monkeys are very mischievous (g) The bees wander from place to place.

Hints—(a) a. Don't use Article before blue, every, each, your, monkeys and bees in (b), (c), (d), (e), (f) and (g) respectively.

### Rule VII. Non-Common Nouns and Article

Proper, Material और Abstract Nouns के पहले Articles का प्रयोग नहीं होता है; जैसे—

Ram is absent.

I like milk and honey.

He got justice.

We love beauty.

पहले वाक्य में Ram के पहले, दूसरे वाक्य में milk and honey के पहले, तीसरे में justice के पहले और चौथे में beauty के पहले Article का प्रयोग नहीं हुआ है, क्योंकि ये क्रमशः Proper, Material तथा Abstract Nouns हैं। इनके पहले Article का प्रयोग करना अशुद्ध होता है।

Note— Proper, Material और Abstract Nouns के पहले भी Article का प्रयोग हो सकता है, यदि वे Common Noun की तरह प्रयुक्त हों; जैसे—

Kalidas is the Shakespeare of India.

The coal of Jharia is of good quality.

The prosperity of a country depends upon its citizens.

The beauty of Kashmir is praiseworthy.

इन वाक्यों में Shakespeare, coal, prosperity और beauty क्रमशः Proper, Material तथा Abstract Nouns हैं। फिर भी, इनके पहले Article का प्रयोग हुआ है, क्योंकि Common Nouns की भाँति ही इनका प्रयोग हुआ है। बात यह भी देखेंगे कि इन वाक्यों में वे सभी Nouns 'of' के पहले आते हैं जो उन्हें निश्चित बना देता है। इसलिए यहाँ Definite Article का प्रयोग हुआ है।



(h) Before the dates of a month, जैसे—

*the 2nd of January; the 4th of March.*

(i) Before the ordinal numbers written in letters, जैसे—

*the first; the second; the third; the sixth.*

Note (a)—यदि ऐसी संख्या को Roman figures में लिखा जाय तो उसके साथ *the* का प्रयोग नहीं होता, जैसे—

Edward I, George III, George VI.

Note (b)—ध्यान रहे कि Roman figures के बाद *st*, *rd* वा *th* का भी प्रयोग ही होता है। इसलिए Edward I<sup>st</sup>, George III<sup>rd</sup>, George VI<sup>th</sup> इत्यादि लिखना शुद्ध है।

(j) Before the Superlative Degree, जैसे—

*the best boy; the most beautiful flower; the highest mountain.*

इन वाक्यांशों में 'best', 'most' और 'highest' Superlative Degree में हैं।  
 इसलिए इनके पहले *the* का प्रयोग होना आवश्यक है।

(k) Before Adjectives used as Nouns, जैसे—

*the poor (poor men); the rich (rich men); the blessed (blessed men).*

(l) Before the names of professions, जैसे—

*the Bar; the Bench; the Press.*

## EXERCISE

Q. Correct the following sentences—

(a) The Everest is the highest mountain in the world. (b) George the III was a bad king. (c) I read Bible and Gita every day. (d) One likes to look at moon but not at sun. (e) He is most intelligent boy of his class. (f) Indian Nation is a very popular daily.

Hints—Don't use 'the' before Everest and III in (a) and (b) respectively. Use 'the' before Bible, Gita, moon, sun, most and Indian Nation.

### Rule IX. Omission of Article

इन वाक्यांशों में Article का प्रयोग कभी भी नहीं होता है—

(A) इन phrases के साथ—(i) to make room, to catch fire, to take action, to give or take offence, to keep house, to shake hands, to leave school, to set sail, to send word, to set foot, to give battle, to give way;

(ii) at home, at fault, at dawn, at night, at noon, at sight, at ease, at school, at college, at hand;

(iii) day by day, side by side, face to face, hand to hand, hand in hand, bound hand and foot, part and parcel, from hand to mouth;

(iv) by name, by train or steamer, by land, by sea, by air;

(v) for sale, for favour, for fear, for leave;



(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

(vii) on demand, on sale, on earth, on foot,

(viii) under consideration, under ground, under trial.

जैसे—

*I have taken action against him.*

*There is a garden in front of my house.*

*I shook hands with him.*

*The matter is under consideration.*

यदि इन वाक्यों में क्रमशः *action*, *front*, *hands* और *consideration* के स्थान पर क्रमशः *Article* का प्रयोग होता, तो वे वाक्य बहुत ही गलत, क्योंकि इन phrases के मूल *Article* का प्रयोग नियम के विरुद्ध है।

(B) *Appoint*, *crown*, *elect* तथा *make* के बाद आने वाले Nouns के आगे *Article* का प्रयोग करना चाहिए, जैसे—

*They elected him president.*

*He was appointed chairman.*

*He was crowned king.*

इन वाक्यों में '*president*', '*chairman*' तथा '*king*' Common Nouns हैं। फिर भी, इनके पहले *Article* का प्रयोग नहीं हुआ है, जो गलत है। यहाँ *Article* का प्रयोग बहुत होता है।

(C) Common Nouns यदि वे Title (पदवी) के लिए प्रयोग किये जायें; जैसे—

*King of England, Queen of England, Queen Victoria* इत्यादि।

इन उदाहरणों में *King* और *Queen* के पहले *Article* का प्रयोग नहीं हुआ क्योंकि इनसे पदवी का बोध होता है।

(D) *Kind of* and *sort of* के बाद, जैसे—

*What kind of dress are you looking for?*

*I do not like this sort of man.*

यदि यहाँ *kind of dress* और *sort of man* के बदले क्रमशः *kind of a dress* और *sort of a man* लिखा जाता, तो वह बहुत ही गलत होता, क्योंकि *kind of* और *sort of* के बाद *Article* नहीं आता है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop some kind of an integrated life."

—JAWAHARLAL NEHRU

"It is idle to speculate what sort of an artist he would have been had he not possessed this passion for lavish expenditure."

—IFOR EVANS

यहाँ पहले वाक्य में *life* के पहले और दूसरे में *artist* के पहले *an* का प्रयोग नियमों के अनुसार बहुत ही गलत है, क्योंकि *kind of* और *sort of* के पहले *Article* का प्रयोग नहीं आया है।

*Q. Correct the following sentences—*

(a) At that time my memory was at the fault. (b) He came on the foot.  
 (c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria,  
 the Queen of England, was very kind-hearted. (f) Ram is in the bed these days.  
 (g) I am not in the favour of this proposal. (h) He came here by the sea but  
 sent by the air. (i) He was elected a chairman. (j) What kind of a picture do you  
 like? (k) One likes this sort of a book.

*Hint*—Don't use any article before fault, food, school, word, Queen, bed,  
 favour, sea, air, chairman, picture and book.

## REFRESHER COURSE I

*Correct the following sentences—*

1. He is in the debt.
2. I sent him a word.
3. What kind of a girl is she?
4. The inner and outer walls are strong.
5. The Secretary and Accountant have been punished.
6. The honesty is a best policy.
7. Rich are dishonest.
8. Are you an university student?
9. Would you travel by a train?
10. Is it an hotel?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best?
14. How did this house catch the fire?
15. Is he in the jail?

*Hint*—1. In debt. 2. him word. 3. kind of girl. 4. the outer. 5. The  
 Secretary and Accountant has, or the Secretary and the Accountant have. 6. Hon-  
 esty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the  
 north of India. 12. The more, the more. 13. sort of book. like best. 14. catch  
 fire. 15. in jail.

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

(vii) on demand, on sale, on earth, on foot;

(viii) under consideration, under ground, under trial.

जैसे—

I have *taken action* against him.

There is a garden *in front of* my house.

I *shook hands* with him.

The matter is *under consideration*.

यदि इन वाक्यों में क्रमशः action, front, hands और consideration Article का प्रयोग होता, तो ये वाक्य अशुद्ध हो जाते, क्योंकि इन phrases के तब का प्रयोग नियम के विरुद्ध है।

(B) Appoint, crown, elect तथा make के बाद आने वाले Nouns जो complement का काम करते हैं, जैसे—

They *elected* him president.

He was *appointed* chairman.

He was *crowned* king.

इन वाक्यों में 'president', 'chairman' तथा 'king' Common Nouns हैं। फिर भी, इनके पहले Article का प्रयोग नहीं हुआ है, जो ग़لط है। यदि Article प्रयोग अशुद्ध होता।

(C) Common Nouns यदि वे Title (पदवी) के लिए प्रयोग किए गए हैं King of England, Queen of England, Queen Victoria इत्यादि—

इन उदाहरणों में King और Queen के पहले Article का प्रयोग नहीं है क्योंकि इनसे पदवी का बोध होता है।

(D) Kind of and sort of के बाद, जैसे—

What *kind of* dress are you looking for?

I do not like this *sort of* man.

यदि यहाँ kind of dress और sort of man के पहले क्रमशः kind of a और sort of a man लिखा जाता, तो वह अशुद्ध होता, क्योंकि kind of a और sort of a के बाद Article नहीं आता है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop *kind of an integrated life*."

—JAWAHARLAL NEHRU

"It is idle to speculate what *sort of an artist* he would have been had he not possessed this passion for lavish expenditure."

—JOHN F. ...

यहाँ पहले वाक्य में life के पहले और दूसरे में artist के पहले an का प्रयोग ग़लत है, क्योंकि life के पहले kind of और artist के पहले sort of आना चाहिए।

**Q. Correct the following sentences—**

(a) At that time my memory was at the fault. (b) He came on the foot. (c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria, Queen of England, was very kind-hearted. (f) Ram is in the bed these days. (g) I am not in the favour of this proposal. (h) He came here by the sea but not by the air. (i) He was elected a chairman. (j) What kind of a picture do you like? (k) One likes this sort of a book.

**Hint—**Don't use any article before fault, food, school, word, Queen, bed, air, sea, air, chairman, picture and book.

**REFRESHER COURSE I****Correct the following sentences—**

1. He is in the debt.
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13. What sort of a book do you like the best?
14. How did this house catch the fire?
15. Is he in the jail?

**Hint—**1. in debt. 2. him word. 3. kind of girl. 4. the outer. 5. The Secretary and Accountant has, or the Secretary and the Accountant have. 6. Honesty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the north of India. 12. The more...the more. 13. sort of book...like best. 14. catch fire. 15. in jail.

**REFRESHER COURSE II****Explain why the following sentences are correct or incorrect—**

1. An ink is an useful article.
2. He is an African, not an European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
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(vi) in fact, in hand, in bed, in front of, in favour of, in trouble, in earnest, in jest;

(vii) on demand, on sale, on earth, on foot;

(viii) under consideration, under ground, under trial.

जैसे—

I have taken *action* against him.

There is a garden *in front of* my house.

I shook *hands* with him.

The matter is *under consideration*.

यदि इन वाक्यों में क्रमशः *action*, *front*, *hands* और *consideration* Article का प्रयोग होता, तो वे वाक्य अशुद्ध हो जाते, क्योंकि इन phrases के सार का प्रयोग निश्चय के विरुद्ध है।

(B) *Appoint*, *crown*, *elect* तथा *make* के बाद जाने वाले Nouns जो *complement* का काम करते हैं, जैसे—

They *elect* him president.

He was *appointed* chairman.

He was *crowned* king.

इन वाक्यों में 'president', 'chairman' तथा 'king' Common Nouns हैं। फिर भी, इनके पहले Article का प्रयोग नहीं हुआ है, जो ठीक है। यहाँ Article का प्रयोग अशुद्ध होता है।

(C) *Common Nouns* यदि वे Title (पदवी) के लिए प्रयोग किये जायें, जैसे King of England, Queen of England, Queen Victoria इत्यादि। इन उदाहरणों में King और Queen के पहले Article का प्रयोग नहीं है, क्योंकि इनसे पदवी का बोध होता है।

(D) *Kind of* and *sort of* के बाद, जैसे—

What *kind of* dress are you looking for?

I do not like this *sort of* man.

यदि यहाँ *kind of* dress और *sort of* man के बदले क्रमशः *kind of a* और *sort of a* man लिखा जाता, तो वह अशुद्ध होता, क्योंकि *kind of a* और *sort of a* के बाद Article नहीं आता है।

अब इन वाक्यों को देखें—

"...we might be able to balance ourselves and develop  
*kind of* an integrated life."

—JAWAHARLAL

"It is idle to speculate what *sort of* an artist he would  
been had he not possessed this passion for lavish expenditure."

—FORSTER

यहाँ पहले वाक्य में *life* के पहले और दूसरे में *artist* के पहले *a* का प्रयोग किया गया है, क्योंकि *life* के पहले *kind of* और *artist* के पहले *sort of* आता है।

Q. *Correct the following sentences—*

- (a) At that time my memory was at the fault. (b) He came on the foot.  
 (c) I left the school in 1941. (d) He sent the word that he would come. (e) Victoria,  
 Queen of England, was very kind-hearted. (f) Ram is in the bed these days.  
 I am not in the favour of this proposal. (g) He came here by the sea but  
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*Hints—*Don't use any article before fault, food, school, word, Queen, bed,  
 our, sea, air, chairman, picture and book.

## REFRESHER COURSE I

*Correct the following sentences—*

1. He is in the debt.
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3. What kind of a girl is she?
4. The inner and outer walls are strong.
5. The Secretary and Accountant have been punished.
6. The honesty is a best policy.
7. Rich are dishonest.
8. Are you an university student?
9. Would you travel by a train?
10. Is it an hotel?
11. Himalayas lie to north of the India.
12. More you get more you want.
13. What sort of a book do you like the best?
14. How did this house catch the fire?
15. Is he in the jail?

*Hints—*1. in debt. 2. him word. 3. kind of girl. 4. the outer. 5. The  
 Secretary and Accountant has, or the Secretary and the Accountant have. 6. Hon-  
 esty is the best. 7. The rich. 8. a. 9. by train. 10. a. 11. The Himalayas lie to the  
 north of India. 12. The more, the more. 13. sort of book. like best. 14. catch  
 fire. 15. in jail.

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. An ink is an useful article.
2. He is an African, not a European.
3. It is a fine poetry.
4. The man is mortal.
5. The love is a noble sentiment.
6. Ganges is in flood now.
7. Dead man tells no tales.

8. Friend in a need is friend indeed.
  9. He is heir to the throne.
  10. There is an ewe in the field.
- 

### REFRESHER COURSE III

*Rewrite the following sentences changing all the words into the opposite numbers.*

1. I have five pots.
  2. They are honest men.
  3. We are university students.
  4. These are useful rules.
  5. They are M. Ps.
- 

*"There are still certain minimum essentials of Good English which the cultivated speaker carefully observes."*

—NORMAN LEWIS

## ADJECTIVES

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. I have two pens and every pen writes well.
2. Neither courses of action would be safe.
3. I do not like those sort of persons.
4. As I have few money, I can give you ten rupees only.
5. He has much milk and mangoes.
6. I like the poetry of the 16th and the 17th centuries.
7. The whole resolutions were accepted.
8. Which is worse—smoking, drinking or gambling ?
9. The power-house of Chapra is bigger than Arrah.
10. I can run as fast if not faster than you.
11. Ram is much taller than me.
12. You are wiser than braver.
13. This is the safest and intelligent way.
14. He is better than anybody in the class.
15. This book is more preferable than that.
16. The patient is comparatively better to-day.
17. This boy is the better than the two.
18. Which is the best—meat or fish ?
19. He is one of the best if not the best men.
20. Wordsworth, Keats, and Shelley are great poets but the latter is not so great as the former.



## KEY

(1) each pen—Distributive Adj.—Rule II. (2) neither course—Distributive Adj.—Rule I. (3) Allowable in hasty talk only, and hence write—those sorts or that sort—Demonstrative Adj.—Rule I. (4) little money—Numeral Adj.—Rule V (a) and (b). (5) much milk and many mangoes—Quantitative Adj.—Rule II. (6) century—Numeral Adj.—Rule III. (7) The whole resolution was or all the resolutions were—Quantitative Adj. Rule VI. (8) worst—Superlative Degree—Rule I. (9) bigger than that of (power-house of) Arrah—Comparative Degree—Rule II. (10) as fast as—Comparative Degree—Rule VII. (11) than I—Comparative Degree—Rule V. (12) more wise than brave—Comparative Degree—Rule VII. (13) and most intelligent way—Comparative Degree—Rule IX. (14) anybody else—Comparative Degree—Rule X. (15) This book is preferable to that—Comparative Degree—Rule XI. (16) is better or comparatively well—Comparative Degree—Rule XII. (17) better of the two—Comparative Degree—Rule XIII. (18) Which is better—Superlative Degree—Rule I and Comparative Degree—Rule I. (19) one of the best men if not the best—Superlative Degree—Rule VI. (20) but the last is not so great as the first—Superlative Degree—Rule VII.

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## CHAPTER III

### ADJECTIVES

Adjectives को वाक्य में कहाँ तथा किस प्रकार रखना चाहिए इस पर Syntax के अध्याय में Position of Adjectives के अन्तर्गत विचार हो चुका है। अब हमें यह जानना है कि भिन्न-भिन्न प्रकार के Adjectives के प्रयोग किस प्रकार होते हैं। उन्हें एक-एक कर लें और उन पर विचार करें।

#### DISTRIBUTIVE ADJECTIVES

##### Rule I. Each, Every, Either and Neither

इनके सम्बन्ध में बाद रखें कि इनके बाद सदा Singular Noun का प्रयोग होता है, जैसे—

*each book; every book; neither book; either book.*

यहाँ Plural Noun (books) का प्रयोग अनुचित होता है।

Note—यदि every के बाद कोई बहुवचन संख्यासूचक विशेषण (Plural Numeral Adjective) आये, तो उस Adjective के बाद Plural Noun आता है, Singular नहीं, जैसे—

*every two hours; every five days.*

##### Rule II. Each and Every

Rule (a)—Each का प्रयोग सदा दो या दो से अधिक व्यक्तियों या वस्तुओं के साथ होता है, पर every का प्रयोग दो से अधिक के साथ (अर्थात् कम-से-कम तीन के साथ) दो के साथ कभी नहीं, जैसे—

*The two boys had each a pen.*

*The ten boys had each a pen.*

*Every boy had a pen.*

इस अन्तिम वाक्य से यह कलकता है कि लड़कों की संख्या कम-से-कम तीन तो अवश्य थी। इसलिए दो ही व्यक्तियों या वस्तुओं का बोध हो, तो every का प्रयोग नहीं करना चाहिए। अतः यह अशुद्ध है—

*There are two boys here and every boy had a pen.*

यहाँ every के बदले each का प्रयोग होना चाहिए। यदि आप इस कठिनाई से बचना चाहें, तो सिर्फ each का प्रयोग करें, क्योंकि इसका प्रयोग दो और दो से अधिक के लिए भी होता है। बहुत लोग 'each and every' का भी प्रयोग करते हैं जो शुद्ध है। इसका प्रयोग

किसी चीज पर अधिक जोर देने के लिए ही किया जाता है, पर याद रखें कि यदि सिर्फ दो ही का बोध हो तो न every का प्रयोग होगा और न each and every का हो; क्योंकि इनमें दो से अधिक का बोध होता है। इसलिए यह वाक्य अशुद्ध है—

There are two boys here and each and every boy has a pen.

यहाँ every का प्रयोग अशुद्ध है। केवल each से ही काम चल जायगा और यही रुझाव है।

**Rule (b)—**Each और every में दूसरा अन्तर यह है कि each को Pronoun की तरह भी प्रयोग किया जाता है, पर every को नहीं; अर्थात् 'each' Adjective और Pronoun दोनों हो है, पर every सिर्फ Adjective. इसलिए each के बाद of का प्रयोग होता है, पर every के बाद कभी भी नहीं; जैसे—

*Each of them is doing his duty.*

यहाँ each के बदले every (every of them) का प्रयोग सर्वथा अनुचित होता। यदि every के साथ one को जोड़कर everyone बना दें, तो इसका प्रयोग Pronoun की तरह हो सकता और इसे of के पहले रख सकते हैं; जैसे—

*Everyone of them is doing his duty.*

### Rule III. Distributives and Article

Distributive Adjectives के पहले Article का प्रयोग नहीं होता। इसलिए an each book; the every book जदि जैसे प्रयोग अशुद्ध हैं, जिसकी जगह पहले भी Articles के सम्बन्ध में हो चुकी है।

## EXERCISE

### Q. Correct the following sentences—

(a) Every boys are reading their books. (b) I have only two pens but every pen writes well. (c) The medicine is given to a patient every three hour. (d) You have to take one tablet each four hours. (e) You should take neither sides. (f) Either roads will lead you there. (g) Every of us should do his work. (h) An every book is not equally useful. (i) The each book should be read carefully.

**Hints—**(a) every boy is reading his book; (b) each; (c) hours; (d) every; (e) side; (f) road; (g) everyone. Don't use 'an' and 'the' in (h) and (i) respectively.

## POSSESSIVE ADJECTIVES

### Rule I. Possessive Adjectives and Nouns

Possessive Adjectives (my, our, your, its, her और their) Possessive Pronouns हो है, जो Adjective का रूप धारण करते हैं। एक Possessive Pronouns के हैं—mine, ours, yours, hers और theirs. जब Possessive Adjectives तथा Possessive Pronouns का प्रयोग आवश्यक है तब। निम्न यह है कि Possessive Adjective Noun के पहले आता है।

This is my mine.

Pronoun Verb के बाद, जैसे—

This is *your* book. The book is *yours*.

पहले और तीसरे वाक्य में *my* और *your* का प्रयोग Noun के पहले हुआ है, पर दूसरे और चौथे में *mine* तथा *yours* का Verb के बाद। ये प्रयोग शुद्ध हैं। यदि हम *my* को Verb के बाद रख दें और *mine* को Noun के पहले, तो यह अशुद्ध होगा। इसलिए ये वाक्य अशुद्ध हैं—

This is *mine* pen. These are *theirs* books.

यहाँ *mine* के बदले *my* का प्रयोग होना चाहिए और *theirs* के बदले *their* का।

Note (a)—*His* का प्रयोग Noun के पहले हो सकता है और Verb के बाद भी, क्योंकि यह Possessive Pronoun है और Possessive Adjective भी; जैसे—

This is *his* book. The book is *his*.

Note (b)—Possessive Pronoun के spelling पर पूरा ध्यान रखें—its (it's नहीं), ours (our's नहीं), yours (your's नहीं), hers और theirs (her's या their's नहीं)।

## Rule II. Possessive Adjectives and Nouns

Possessive Adjective के रहने पर Noun के लिए Article का प्रयोग नहीं होता है; जैसे—

This is *his* pen. That is *her* ink-pot.

यहाँ *pen* और *ink-pot* के साथ *a*, *an* या *the* का प्रयोग नहीं हो सकता। अतः ये वाक्य अशुद्ध हैं—

That is *a* my favourite book.

This is *the* your best work.

## EXERCISE

Q. Correct the following sentences—

(a) These are mine books not your's (b) Our's wants are unlimited  
(c) Her's hair is black. (d) Their's ideas are old (e) It is a your house (f) This is the mine best dress (g) These things are our's

Hints—(a) These books are mine, not yours; (b) our; (c) her; (d) their;  
(e) It is your house; (f) This is my best dress, (g) ours.

## DEMONSTRATIVE ADJECTIVES

इन विशेषणों के द्वारा Noun की ओर संकेत (point out) किया जाता है कि भूमिका क्या या वस्तु समीप है या दूर, निश्चित है या अनिश्चित। ये विशेषण दो प्रकार के होते हैं—  
(i) Definite (*this*, *that*, *these*, *those*, *the same*, और *the other*). (ii) Indefinite (*a*, *an*, *a certain*, *certain*, *some*, *another*, *other*, और *any other*). इनमें *a*, *an* तथा *the* का एक अलग भी नाम है और वह है Article.

### Rule 1. Demonstrative Adjectives and their number

Demonstrative Adj

ये सब ध्यान रखना चाहिए कि Singl

Adjective के साथ Singular Noun का और Plural Adjective के साथ Plural Noun का व्यवहार हो; जैसे—

*this boy; these boys; this book; a certain man; certain men; another pen; other pens.*

Note— बात यह नहीं भूलें कि *a, an, a certain, one* तथा *another* जो Indefinite Demonstrative Adjective हैं, शुद्ध singular हैं। अतः इनके बाद सदा Singular Nouns का प्रयोग होता है। इसलिए ये शब्द अशुद्ध हैं—

*These are another books. There are a certain boys.*

इसी प्रकार Indefinite Demonstrative Adjective 'certain' और 'other' शुद्ध plural हैं और इसलिए इनके साथ सदा Plural Nouns का ही प्रयोग होना चाहिए; जैसे—

*certain boys; other boys*

कुछ ऐसे Indefinite Demonstrative Adjectives हैं, जो singular और plural दोनों ही हैं—*any, such, some* और *any other*, इसलिए इनके साथ Singular या Plural Noun का प्रयोग करना आपको इच्छा पर निर्भर करता है; जैसे—

*any country; any countries.*

Definite Demonstrative Adjectives में 'this' और 'that' singular हैं, पर 'these' और 'those' plural। अतः इनके बाद भी Noun का प्रयोग इनके वचन पर निर्भर करता है। *Such, the same* तथा *the other* का प्रयोग Singular और Plural दोनों ही वचनों में होता है; जैसे—

*the other man; the other men.*

Demonstrative Adjectives को चर्चा यहाँ करते विस्तारपूर्वक रहसि की गई है कि आप इनके Number पर पूरा ध्यान रखें और singular के साथ Singular Noun का प्रयोग करें तथा plural के साथ Plural Noun का। अब इन शब्दों को देखें दिखें इन नियम का भयंकर उल्लंघन किया गया है—

*I like these sort of men.*

*I do not like those kind of men*

यहाँ *these* और *those* के साथ Singular Noun अतः *sort* और *kind* का प्रयोग कर दिया गया है; इनके शुद्ध रूप ये होंगे—

*I like this sort of men.*

*I do not like that kind of men.*

इसकी चर्चा Syntax में Adjective और Noun के Agreement के अन्तर्गत १०३ में विस्तारपूर्वक पहले ही की जा चुकी है, यहाँ मुझे इतना ही बताना है कि *these/those sort* या *these/those kind* का प्रयोग केवल बानबोत की ही भाषा के लिए Fowler ने शम्य माना है, साहित्यिक प्रयोग के लिए नहीं। अमेरिका में भी यहाँ प्रयोग के नाम पर व्याकरण के नियमों को ठुकरा दिया गया है, इस नियम का बाह्य सम्मानपूर्वक किया जाता है।

### Rule II. 'Another', 'Other' and 'Any other'

Another का प्रयोग Singular Noun के साथ और other का Plural Noun के साथ Affirmative Sentence में होता है, पर any other का प्रयोग Singular और Plural दोनों ही वचनों के Nouns के साथ Negative sentence में, जैसे—

I have read *another* book.

I have read *other* books.

I have not read *any other* book or books.

यहाँ पहले दो वाक्य Affirmative हैं। पहले में Singular Noun (book) आया है। इसलिए इसके साथ another का प्रयोग हुआ है, पर दूसरे वाक्य में Plural Noun (books) का प्रयोग हुआ है। इसलिए इसके साथ other आया है। तीसरा वाक्य Negative है और इसलिए यहाँ any other का प्रयोग किया गया है। अब इन वाक्यों को देखें—

I have read *any other* book.

I have not read *another* book.

यहाँ पहले वाक्य में another का प्रयोग होना चाहिए और दूसरे में any other का, क्योंकि पहला वाक्य Affirmative है और दूसरा Negative.

### EXERCISE

#### Q. Correct the following sentences—

- (a) I do not read these kind of books. (b) I do not like those sort of men.  
(c) There was certain man whose name I do not remember. (d) They are another men. (e) This is other pen (f) I have met any other person this evening (g) I have not used another pen to-day (h) What does other teacher suggest?

Hints—(a) those kinds, or that kind; (b) those sorts, or that sort; (c) a certain, (d) other; (e) another; (f) another. . . ; (g) any other; (h) another.

### NUMERAL ADJECTIVES

Numeral Adjective (संख्यावाचक विशेषण) के दो भेद हैं—

1. Definite और 2. Indefinite.

Definite Numeral Adjectives के तीन प्राण हैं—

(a) Cardinals (one, two, three, four etc.),

(b) Ordinals (first, second, third, fourth etc.);

(c) Multiplicatives (single, double, treble, triple, two-fold, three-fold etc.).

Indefinite Numerals के हैं—all, some, many, several, sundry, enough, no, none and few.

#### Rule I. Many and Several

Many और several के बाद सदा Plural Common Noun का प्रयोग होता है,  
जैसे—  
many men; several men.

इससे यह स्पष्ट है कि इनके साथ Material तथा Abstract Nouns का प्रयोग नहीं हो सकता है, क्योंकि इनका plural होता ही नहीं। इसलिये वे वाक्य अशुद्ध हैं—

He has many money.

You have many gold and silver.

She possesses many beauty.

I have several milk.

इन वाक्यों में much का प्रयोग होना चाहिए, क्योंकि वे Material या Abstract Nouns हैं।

## EXERCISE

*Q. Correct the following sentences—*

(a) Ram has much pens and pencils. (b) He feels much difficulties. (c) He has observed many uncommon phenomenon. (d) I have faced much troubles. (e) The poet says that in life these are much cares and anxieties.

*Hints—*(a) many; (b) much difficulty or many difficulties; (c) phenomena; (d) much trouble or many troubles; (e) many.

## Rule II. The Ordinals and Nouns

जिन Definite Numeral Adjectives से serial order का बोध होता है, उन्हें Ordinals कहते हैं, जैसे—first, second, third इत्यादि। इसके पहले the का प्रयोग होता है और बाद में Singular Noun का, जैसे—

the second class; the third period; the fourth dimension.  
यहाँ classes, periods तथा dimensions का प्रयोग अशुद्ध होता।

## Rule III. Ordinals, Cardinals and Nouns

यदि and से संयुक्त सभी Ordinals के लिए एक ही Noun का प्रयोग हो और सिर्फ पहले Ordinal के पहले the लाये, तो वह Noun Plural Number में रहता है; पर यदि सभी Ordinals के पहले the का प्रयोग हो, तो वह Noun Singular Number में रहता है, जैसे—

I have read the literature of the seventeenth and eighteenth centuries.

I have read the literature of the seventeenth and the eighteenth century.

यहाँ पहले वाक्य के दो Ordinals (seventeenth and eighteenth) को 'and' से जोड़ा गया है, पर सिर्फ पहले Ordinal (seventeenth) के पहले the लाया है। इसलिये यहाँ Noun (centuries) Plural Number में है। दूसरे वाक्य में and से संयुक्त इन दोनों ही Ordinals के पहले the लाया है। इसलिये यहाँ Singular Noun (century) का प्रयोग हुआ है। यदि पहले वाक्य में (century) और दूसरे में (centuries) का प्रयोग कर दिया जाय तो वह अशुद्ध समझा जायगा। ऐसे वाक्यों में थोड़े-सी भी धसावधानी के कारण

गलती हो जाती है—

"...let us merely remind ourselves of two relevant forces—the scientific movement of the sixteenth and the seventeenth centuries."

—BASIL WILLEY

इन वाक्यों में दोनों Ordinals के पहले the आया है। इसलिए यहाँ Singular Noun (century) का प्रयोग करना चाहिए।

अब देखिए, सावधानी से लिखने पर इसका शुद्ध प्रयोग—

"...and the part of it that he has most enjoyed is the literature of the great ages, the sixteenth and seventeenth centuries."

—T. S. ELIOT

"Secondly, how did the religious conflicts of the sixteenth and seventeenth centuries leap up to the growth of natural religion in our period?"

—BASIL WILLEY

इन दोनों वाक्यों में एक ही Ordinal के पहले the आया है। इसलिए Plural Noun (centuries) का प्रयोग शुद्ध है।

## EXERCISE

Q. Correct the following sentences—

(a) He has read the first and second chapter of this book. (b) He has read the first and the second chapters of this book. (c) G. B. Shaw lived through two centuries—the 19th and the 20th.

Hints—(a) chapters; (b) chapter; (c) the 19th and 20th.

## Rule IV. Ordinals, Cardinals and Position

यदि किसी Noun के पहले Cardinal तथा Ordinal दोनों ही प्रकार के Adjectives आये, तो वाक्य में पहले Ordinal को रखना चाहिए और उसके बाद Cardinal को; जैसे—

I have read the *first two* chapters of this book.

यहाँ पहले Ordinal (first) आया है और उसके बाद Cardinal (two). यदि ऐसा लिखें—I have read the two first chapters, तो अशुद्ध होगा।

## EXERCISE

Q. Correct the following sentences—

(a) He has read the four first books of the Paradise Lost. (b) The two first boys were rewarded. (c) The five first competitors got gold medals and three last silver ones. (d) The three first candidates have been selected for appointment.

Hints—(a) first four; (b) first two; (c) first five . . . last three; (d) first three.



## Rule V. Few, A few and The few

Rule (a)— इनके साथ सदा Plural Noun का प्रयोग होता है और इनमें Noun सदा होता है जिसका plural हो सके; जैसे—

He has *few pens*. He has *a few pens*. He has lost *the few pens* he had.

इन सभी वाक्यों में Plural Noun का प्रयोग हुआ है, जो ग़ुड़ है। यदि Singular Nouns का प्रयोग हुआ होता, तो वाक्य असुद्ध हो जाते; जैसे—

He has *few rice*. He has *a few love* for others.

Note— Few और little, a few और a little तथा the few और the little के अर्थ में अन्तर नहीं है, क्योंकि इनमें अन्तर 'कुछ नहीं', 'कुछ' तथा 'जो कुछ बाँका' का बोध होता है, पर व्याकरण को दृष्टि से इनमें अन्तर यह है कि few, a few तथा the few के साथ सदा Plural Noun का प्रयोग होता है, पर little, a little तथा the little के साथ सदा Singular Nouns का; जैसे—

He has *little rice*. He has *a little love* for others.

इसलिए 'कुछ' के अर्थ में few के साथ Singular Nouns का प्रयोग और little के साथ Plural Nouns का प्रयोग भ्रमकर भूल है। अब इस वाक्य को देखें—

I have *less friends* and *fewer milk* than Shyam has.

यहाँ less के बदले fewer का और fewer के बदले less का प्रयोग होना चाहिए।

Rule (b)— Few का अर्थ होता है 'कुछ नहीं', a few का 'कुछ' और the few का 'जो कुछ बाँका'। इससे यह स्पष्ट है कि जहाँ 'कुछ' अर्थ का बोध कराना हो वहाँ few का प्रयोग होना चाहिए और जहाँ 'कुछ भी नहीं' का बोध हो वहाँ few का। असाधारण से few के बदले a few या a few के बदले few का प्रयोग हो जाय, तो यह व्याकरण की दृष्टि से नहीं, बल्कि अर्थ की दृष्टि से भी असुद्ध समझा जायगा; जैसे—

Ram has *few books* and so he can give me only two.

यहाँ few books से यह पता चलता है कि राम के पास कुछ भी (एक भी) किताब नहीं है, तो फिर वह दो किताबें देगा कैसे? इसलिए, अर्थ की दृष्टि में इससे दुष्ट, यहाँ a few का प्रयोग होना चाहिए।

## EXERCISE

## Q. Correct the following sentences—

(a) He has *few money*. (b) She has *few love* for her husband. (c) I have purchased *a few rice* to-day. (d) I have *few cows* that give me five scers of milk. (e) I had *few coins* with me and so I gave only two annas to the beggar. (f) I have *few books* which I have read very thoroughly. (g) He has *a little pens*. (h) She has *a little rupees*. (i) My cow does not give me *fewer milk* than yours. (j) He stayed *me few months* after he returned from England.

Hints— (a) a little; (b) little; (c) a little; (d) a few; (e) a few; (f) a few; (g) a little; (h) a few; (i) less; (j) a few.

## VI. 'Many', 'Many a/an' and Nouns

a good

great many के बाद Noun सदा plural

रहता है, पर many a या many an के बाद सदा singular; जैसे—

There are *many men* there.

A *great (good) many men* have assembled.

*Many a man* has assembled.

*Many an ink-pot* has been purchased for the examination.

यदि पहले दो वाक्यों में Singular Noun और अन्त के दो वाक्यों में Plural Noun का प्रयोग होता, तो वह अशुद्ध समझा जाता।

## EXERCISE

**Q. Correct the following sentences—**

(a) Many a soldiers have attended the parade. (b) A great many flower was offered to him. (c) A good many poem is bad. (d) Many an H. E. Schools have been started this year. (e) Many an hours have passed away. (f) Many a men run after name and fame.

**Hints—** (a) soldier has; (b) flowers were; (c) poems are; (d) School has; (e) hour has; (f) man runs.

## Rule VII. Definite Numerals and 'OF'

बहु देते Definite Numeral Adjectives है (a dozen, a hundred, a thousand और a million) उनके बाद of का प्रयोग नहीं होता; उनके बाद ही Noun को रख दिया जाता है; जैसे—

a dozen pens; a hundred rupees; a thousand rupees; a million rupees.

यदि वहाँ dozen, hundred, thousand और million के बाद of आता, तो वह प्रयोग अशुद्ध होता।

**Note—** A lac, a couple और a pair के बाद of अवश्य आता है; जैसे—

a lac of men; a pair of shoes; a couple of hours.

यदि वहाँ of का प्रयोग नहीं होता, तो वह अशुद्ध समझा जाता।

## EXERCISE

**Q. Correct the following sentences—**

(a) I have a dozen of pens. (b) You have a thousand of rupees. (c) I have seen a lac men to-day. (d) The Government have spent a million of rupees over this project.

**Hints—** (a) dozen pens, (b) thousand rupees; (c) lac of; (d) million rupees.

## Rule VIII. Numeral and Possessive Adjectives

यदि Numeral Adjectives और Possessive Adjectives (Possessive Pronouns से बनाये गये Adjectives—my, your, his, her, its, their) दोनों ही का प्रयोग किसी Noun के पहले करना हो, तो पहले Numeral Adjective को रखें।

उसके बाद Possessive Adjective को; जैसे—

*All my books are missing.*

यहाँ books के पहले दो Adjectives आये हैं—all और my जो क्रमशः Numeral और Possessive Adjective हैं। इसलिए पहले Numeral Adjective आया है और बाद में Possessive. पहले Possessive Adjective और उसके बाद Numeral रखना अशुद्ध है। इसलिए my all, his all आदि तरह के प्रयोग उचित नहीं।

## EXERCISE

**Q. Correct the following sentences—**

(a) My all friends came. (b) His all books are missing. (c) My both pets are good. (d) Your some teeth have fallen. (e) His many teeth have fallen. (f) My a few books are lost. (g) These all men are bad.

**Hints—** (a) All my; (b) All his; (c) Both my; (d) Some of your; (e) Many of his; (f) A few of my; (g) All these.

## QUANTITATIVE ADJECTIVES

### Rule I. 'Much' and Nouns

Much से परिमाण (how much) का बोध होता है, और इसलिए इसके साथ केवल Material या Abstract Noun का प्रयोग होता है, जो Singular Number में रहता है। हमें यह भी स्पष्ट है कि much के साथ Plural Nouns का प्रयोग नहीं हो सकता, जैसे—

*much water; much milk; little water; little milk;*

पर इन बातों को देखें—

*I feel much difficulties these days.*

*He has much cares and anxieties.*

इन बातों में much से नए Plural Nouns का प्रयोग हुआ है, जो अशुद्ध है। वास्तव में इन बातों में many का प्रयोग होना चाहिए, क्योंकि many से संख्या का बोध होता है।

## EXERCISE

**Q. Correct the following sentences—**

(a) Shakespeare has written much sonnets and plays. (b) He has much gold and silver. (c) You have much cows and horses. (d) She has much book and pens. (e) He has passed through much sorrows and sufferings.

**Ans—** (a) many; (b) gold and silver; (c) many; (d) many; (e) many.

### Rule II. 'Any', 'Some', 'None', and Nouns

यह Rule कुछ और some का प्रयोग Adjective of Quantity का नहीं होता है, बल्कि यह Singular Nouns का प्रयोग करता है, जो कि इनका प्रयोग Adjective of

Number की भाँति होता है, वर इनके साथ Plural Noun आता है; जैसे—

*Not all his poetry is good.*

*Some of his poetry is good.*

*All men are mortal. Some men are foolish.*

*Most of his early childhood was spent at home. Most of the boys are poor.*

ऐसा प्रयोग मान्य है—

*"...where all vision is lost and all memory dies out."*

—D. H. LAWRENCE

*"...they choose rather to bear all hardship than to make away with themselves."*

—JOHN BUNYAN

### Rule III (a). 'Much', 'Many' and Nouns

यदि and से संयुक्त Nouns भिन्न-भिन्न प्रकार और वचन के हों, तो उनमें से प्रत्येक के पहले much या many (जो उपयुक्त हो) का प्रयोग अलग-अलग होना चाहिए, उन सभी के लिए केवल much या many का नहीं; जैसे—

*Have you much milk and many oranges?*

यहाँ milk और oranges को 'and' से जोड़ा गया है, जिसमें 'milk' Singular Material Noun है और 'oranges' Plural Common Noun. इसलिए milk के पहले much आया है और oranges के पहले many. यदि हम ऐसा लिखें—

*Have you much milk and oranges?*

या, *Have you many oranges and milk?*

तो वह अशुद्ध होगा, क्योंकि पहले वाक्य में milk के लिए तो much का प्रयोग ठीक है, पर oranges के लिए नहीं। इसी प्रकार, दूसरे वाक्य में oranges के लिए तो many उपयुक्त है, पर milk के लिए नहीं। अतः निम्नानुसार ये वाक्य अशुद्ध हैं—

*Has he many pens and ink?*

*Has he much ink and pens?*

*Did he bring much rice and plates?*

*Did he bring many plates and rice?*

इन वाक्यों में प्रत्येक Noun के लिए much और many का प्रयोग अलग-अलग होना चाहिए। इस प्रकार इन वाक्यों के शुद्ध रूप ये होंगे—

*Has he many pens and much ink?*

*Has he much ink and many pens?*

*Did he bring much rice and many plates?*

*Did he bring many plates and much rice?*

Rule III (b). Much और many का प्रयोग साधारणतया Negative और Interrogative sentences में होता है; जैसे—

*I haven't much money.*

*I haven't many friends.*

*Have you much money?*

*Have you many friends?*

अब यह भी देखें कि Affirmative sentences में *much* और *many* Subject के साथ तो होता है, पर Object के साथ नहीं। Affirmative sentences में *much* और *many* के बदले *lots of*, *a lot of*, *plenty of*, *a deal of*, *large number of*, *a large quantity of* या *large amount of* का प्रयोग होता है; जैसे—

*Many men came. Much milk was wasted.*

इन वाक्यों में *men* और *milk* क्रमशः Subject हैं इसलिए इनके साथ *many* का प्रयोग ठीक है, पर यदि *men* और *milk* का Object बना दिया जाय, तो साथ *much* या *many* का प्रयोग नहीं होगा। इसलिए ये वाक्य सशुद्ध हैं—

*I know many men. I take much milk.*

इनके शुद्ध रूप ये होंगे—*I know a lot of men. I take plenty of milk.* इन वाक्यों में *men* और *milk* का प्रयोग Object की तरह हुआ है। इसलिए यहाँ *many* या *much* के बदले *a lot of* या *plenty of* का प्रयोग करना आवश्यक है।

*Much* और *many* के प्रयोग के सम्बन्ध में एक और बात पर ध्यान दें। Affirmative sentences रहने पर भी *much* और *many* का प्रयोग Subject और Object दोनों के साथ होता है, जब *much* या *many* के साथ *so*, *as*, *how* या *too* लगा होता है; जैसे—

*I do not like too much of fish.*

*I do not like too many friends.*

*I do not know how many mangoes or how much fish he will bring.*

*You may take as much as you like.*

*You may have as many pens as you like.*

*Much* और *many* के सम्बन्ध में ऊपर जो कुछ कहा गया है उसका कारण निम्न है—“There is a tendency for *much* and *many*, when not modified by *how* or *too*, to occur in Negative and Interrogative sentences and not normally in purely Affirmative sentences. In Affirmative sentences such compound determinative as *a lot (of)*, *a large number (quantity, amount) of*, and *plenty of* are preferred.”

—A. S. HORNBY : PATTERNS AND USAGE IN ENGLISH

## EXERCISE

Q. Correct the following sentences—

- (a) I have many books and paper. (b) You have much gold and houses.  
(c) He has purchased much milk and mangoes. (d) I have brought many corn and tea. (e) Shakespeare has written much poetry and plays.  
Hints—(a) much paper; (b) many houses; (c) many mangoes; (d) much tea  
(e) many plays.

## Rule IV. Some and Any

Rule (a)—Some का प्रयोग Affirmative sentence में होता है, पर any का Negative में, जैसे—

He has *some* money.      He has *not any* money.  
I have *some* food.      I have *not any* food.

यहाँ पहले तथा तीसरे वाक्य में some का प्रयोग हुआ है, क्योंकि वाक्य Affirmative है, पर दूसरे तथा चौथे वाक्य में any का, क्योंकि ये Negative हैं। यद्यपि some और any दोनों ही का अर्थ 'कुछ' या 'थोड़ा' होता है, तथापि इनके प्रयोग में यह बहुत बड़ा अन्तर है। इसलिए Affirmative sentences में any का और Negative में some का प्रयोग कभी भी नहीं करना चाहिए। हम यह देखें ये वाक्य समुद्ध हैं—

He has *not some* bread.  
I have *not some* money.

यहाँ some के बदले any का प्रयोग करना चाहिए।

Note—आप देखेंगे कि जब any का प्रयोग Negative sentence में होता है, तब उसके (any के) पहले not आता है, no नहीं। No any का प्रयोग नहीं हो सकता, क्योंकि 'no' Adjective है और any भी। फिर Adjective, Adjective का गुण कैसे बतला सकता है? Not है Adverb जो Adjective 'any' का गुण बतला सकता है; जैसे—

I have *not any* money.

यहाँ not any के बदले no any का प्रयोग समुद्ध होता।

Rule (b)—Some और any के सम्बन्ध में एक बात और भी ध्यान देने योग्य है। यदि वाक्य Interrogative हो, तो some और any के प्रयोग में कोई अन्तर नहीं माना जाता है, जैसे—

Have you *any* food? Have you *some* food?

ये दोनों ही वाक्य समुद्ध हैं, क्योंकि Interrogative sentences में Affirmative या Negative का भेद some और any के लिए नहीं माना जाता। हाँ, यह अवश्य है कि ऐसे वाक्यों में any का प्रयोग अधिक होता है और वह अच्छा भी लगता है, पर some का प्रयोग समुद्ध नहीं।

## Rule V. 'Little', 'A little' and 'The little'

Rule (a)—Little का अर्थ होता है 'कुछ नहीं', a little का 'कुछ' (थोड़ा) और the little का 'जो कुछ थोड़ा'। इस अर्थ को ध्यान में रखकर इनका प्रयोग करना चाहिए, क्योंकि 'कुछ नहीं' के अर्थ में a little के प्रयोग और 'कुछ' के अर्थ में little के प्रयोग से काफी गड़बड़ी पैदा हो जाती है, जैसे—

As I have little rice, I can give you only five seers.

यहाँ प्रत्यक्ष यह कहता है कि जब मुझे little rice (कुछ भी चावल नहीं) है, तो फिर पाँच सेर कैसे दिया जायगा? अतः यहाँ a little का प्रयोग होना चाहिए, little का नहीं।

Rule (h) Little, a little और the little के सम्बन्ध में यह बताना चाहिये कि 'few' के अर्थ में हमने बड़ा *Diff. Material* या *Abstract Noun* का प्रयोग सकता है, क्योंकि वे कुछ परिमाणवाचक विशेषण हैं। जिस प्रकार *few* के बराबर *Many* या *Abstract Noun* का प्रयोग नहीं हो सकता, उसी प्रकार *little* के बराबर *Count* या *Proper Noun* का प्रयोग नहीं होता। इसलिये ये वाक्य सही हैं—

I have *few* money. I have *little* books.

यहाँ *few* के बदले *little* का और *little* के बदले *few* का प्रयोग होना चाहिए।

Rule (c)—The *few* और *the little* के सम्बन्ध में यह बताना चाहिये कि *The few* और *the little* के बाद एक *Adjective clause* आता है, या वह तब *few*, *a few*, *little* और *a little* के बाद नहीं, जैसे—

1. He lost *the little* money he had.

2. He has read *the few* books he had.

इन वाक्यों के आधार पर बाप देते वाक्य नहीं लिख सकते—

1. He lost *little/a little* money he had.

2. He has read *few/a few* books he had.

#### Rule VI. 'No', 'None' and the Noun

*None* एक ऐसा विशेषण है जिसका प्रयोग *Noun* के बदले नहीं होता। जब *None* का प्रयोग होता है, तब उसके पहले *no* आता है, *none* नहीं, जैसे—

Have you any bread? No, I have *none*. I have *no* bread.

दूसरे वाक्य में *Noun* 'bread' का प्रयोग हुआ है। इसलिये इसके बदले *no* आता है, *none* नहीं। यदि हम ऐसा लिखें—*I have none bread*. He has *none* money तो यह उचित नहीं होगा।

Note—*None* के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि *None* एक *Pronoun* है, *Adjective* नहीं। ये मानता हूँ कि *none* एक *Pronoun* है, पर वह *Noun*, *Adjective* और *Adverb* भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। *Pronoun* की भाँति प्रयुक्त होने पर *none* का अर्थ होता है—*no one*; *not one*; *nobody* और *Adjective* की भाँति प्रयुक्त होने पर—*no*, *not any*. व्याकरण की दृष्टि से *none* का *Attributive use* १८वीं सदी तक होता था—

"I have *none* other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में *none* का *Attributive use* नहीं होता, क्योंकि ऐसी प्रवृत्ति ने *none* के बदले *no* का प्रयोग होता है, पर *none* का *Predicative use* अभी भी होता है, जो मान्य है—

"Remedy there was *none*."

—HOBBS

यों तो Hobbes पुराने लेखक हैं, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्तन्देह रूप से यहाँ यह एक Adjective है।

## EXERCISE

## Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money. (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some; (d) a little; (e) the little; (f) no; (g) a few; (h) fewer than; (i) a little, (j) any work

## Rule VII. 'All', 'Whole' and the Noun

All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun जाता है, पर जब इससे संख्या (number) का बोध होता है, तब Plural Common Noun का, जैसे—

*All the money is spent. All the boys have come.*

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद एका Singular Noun का प्रयोग होता है, Plural का कभी नहीं, जैसे—

*The whole money is spent.*

*The whole book has been finished.*

*The whole plan is defective.*

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होना, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग अशुद्ध होगा।

## EXERCISE

## Q. Correct the following sentences—

(a) The whole resolutions were put to vote. (b) The whole acts are full of defects. (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

Hints—Use 'all the' instead of 'the whole' or use Singular Nouns.



Rule (b) - Little, a little और the little के सम्बन्ध में एक और बात यह है कि 'उत्त' के अर्थ में इनके बाद Plural Material या Abstract Noun का ही प्रयोग हो सकता है, क्योंकि वे गूढ़ परिमाणवाचक विशेषण हैं। जिस प्रकार few के बाद Material या Abstract Noun का प्रयोग नहीं हो सकता, उसी प्रकार little के बाद Common या Proper Noun का प्रयोग नहीं होता। इसलिए ये बातें समझ लें—

I have *few* money. I have *little* books.

यहाँ few के बदले little का और little के बदले few का प्रयोग होना चाहिए।

Rule (c)—The few और the little के सम्बन्ध में एक बात का ध्यान अवश्य रखें। The few और the little के बाद एक Adjective clause आता है, पर दात नहीं है।  
few, a few, little और a little के बाद नहीं, जैसे—

1. He lost *the little* money *he had*.

2. He has read *the few* books *he had*.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost *little/a little* money *he had*.

2. He has read *few/a few* books *he had*.

#### Rule VI. 'No', 'None' and the Noun

None एक ऐसा विशेषण है जिसका प्रयोग Noun के बदले नहीं होता। जब No का प्रयोग होता है, तब उसके बदले no आता है, none नहीं, जैसे—

Have you *any* bread? No, I have *none*. I have *no* bread.

दूसरे वाक्य में Noun 'bread' का प्रयोग ग़ुप्त है। इसलिए इसके बदले no आता। none नहीं। यदि हम ऐसा लिखें—I have *none* bread. He has *none* money, तो यह उचित नहीं होगा।

Note—None के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि None एक Pronoun है, Adjective नहीं। ये मानता हूँ कि none एक Pronoun है, पर वह Noun, Adjective और Adverb भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. I (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। Pronoun की भाँति प्रयुक्त होने पर none का अर्थ होता है—no one; not one; nobody और Adjective की भाँति प्रयुक्त होने पर—no, not any. व्याकरण की दृष्टि से none का Attributive use १८वीं सदी तक होता था—

"I have *none* other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में none का Attributive use नहीं होता, क्योंकि ऐसी अवस्था में none के बदले no का प्रयोग होता है, पर none का Predicative use अभी भी होता है, मान्य है—

"Remedy there was *none*."

—HOBBS

यों तो Hobbes पुराने लेखक हैं, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बताता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्सन्देह रूप से यहाँ यह एक Adjective है।

## EXERCISE

### Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some; (d) a little; (e) the little; (f) no, (g) a few; (h) fewer than; (i) a little, (j) any work

### Rule VII. 'All', 'Whole' and the Noun

All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun आता है, पर जब इससे संख्या (number) का बोध होता है, तब Plural Common Noun का, जैसे—

*All the money is spent. All the boys have come.*

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद लडा Singular Noun का प्रयोग होता है, Plural का नहीं, जैसे—

*The whole money is spent.*

*The whole book has been finished.*

*The whole plan is defective.*

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होगा, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग ग़لط होगा।

## EXERCISE

### Q. Correct the following sentences—

(a) The whole resolutions were put to vote (b) The whole acts are full of defects (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

Hints—Use 'all the' instead of 'the whole' or use Singular Nouns.

Rule (b)—Little, a little और the little के सम्बन्ध में एक और बात यह रखें कि 'few' के अर्थ में इनके बाद निक Material या Abstract Noun का हो सम्बन्ध हो सकता है, क्योंकि ये शुद्ध परिमाणवाचक विभेक हैं। इस प्रकार few के बाद Material या Abstract Noun का प्रयोग नहीं हो सकता, उन्हीं प्रकार little के बाद Common या Proper Noun का प्रयोग नहीं होता। इसलिये ये वाक्य असंगत हैं—

I have *few* money. I have *little* books.

यहाँ few के बदले little का और little के बदले few का प्रयोग होना चाहिए।

Rule (c)—The few और the little के सम्बन्ध में एक बात का ध्यान अवश्य रखें। The few और the little के बाद एक Adjective clause आता है, पर यह रखें कि few, a few, little और a little के बाद नहीं, जैसे—

1. He lost *the little* money *he had*.

2. He has read *the few* books *he had*.

इन वाक्यों के आधार पर आप ऐसे वाक्य नहीं लिख सकते—

1. He lost *little/a little* money *he had*.

2. He has read *few/a few* books *he had*.

#### Rule VI. 'No', 'None' and the Noun

None एक ऐसा विशेषण है जिसका प्रयोग Noun के पहले नहीं होता। जब Noun का प्रयोग होता है, तब उसके पहले no आता है, none नहीं, जैसे—

Have you *any* bread? No, I have *none*. I have *no* bread.

इससे वाक्य में Noun 'bread' का प्रयोग हुआ है। इसलिये इसके पहले no आया है, none नहीं। यदि हम ऐसा लिखें—I have *none* bread. He has *none* money, तो यह उचित नहीं होगा।

Note—None के सम्बन्ध में कुछ लोगों के मन में एक भ्रम है। वे समझते हैं कि None एक Pronoun है, Adjective नहीं। मैं मानता हूँ कि none एक Pronoun है, पर यह Noun, Adjective और Adverb भी है। Webster's International Dictionary Vol. III (P. 1662) और Shorter Oxford Dictionary Vol. II (P. 1334) में इन सभी प्रयोगों पर प्रकाश डाला गया है। Pronoun की भाँति प्रयुक्त होने पर none का अर्थ होता है—no one; not one; nobody और Adjective की भाँति प्रयुक्त होने पर—no, not any. व्याकरण की दृष्टि से none का Attributive use शब्दों सदी तक होता था—

"I have *none* other disease than a swelling in my legs." —SWIFT

आधुनिक प्रयोग में none का Attributive use नहीं होता, क्योंकि ऐसी अवस्था में none के बदले no का प्रयोग होता है, पर none का Predicative use अभी भी होता है, जो मान्य है—

"Remedy there was *none*."

—HOBBS

यों तो Hobbes पुराने लेखक है, फिर भी यहाँ none का Predicative use स्पष्ट रूप से बतलाता है कि यह एक Adjective भी है। इसलिए लोगों को अपना पुराना विचार अवश्य बदल देना चाहिए। यदि इन वाक्यों में Remedy there was none. Hope there is none—'none' Adjective नहीं है, तो यह क्या है? निस्सन्देह रूप से यहाँ यह एक Adjective है।

## EXERCISE

### Q. Correct the following sentences—

(a) I have no any book. (b) I have not some money. (c) He has any books. (d) I have little rice and so I shall give you ten seers. (e) He has spent a little money he had. (f) You have none books. (g) You have a little books. (h) There were not less than twenty persons. (i) I did not know his whereabouts and so had little difficulty in finding him out. (j) He is too busy to attend to some work.

Hints—(a) no book or not any book; (b) any money or have some money; (c) some, (d) a little; (e) the little, (f) no, (g) a few, (h) fewer than; (i) a little, (j) any work

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All के बाद singular और plural दोनों ही प्रकार के Nouns का प्रयोग हो सकता है। जब all से परिमाण (quantity) का बोध होता है, तब इसके बाद Singular Material या Abstract Noun आता है, पर जब इससे संख्या (number) का बोध होता है, तब Plural Common Noun का, जैसे—

*All the money is spent. All the boys have come.*

Whole एक ऐसा विशेषण है जिसका अर्थ तो 'पूरा' (all) होता है, पर इसके बाद सदा Singular Noun का प्रयोग होता है, Plural का कभी नहीं, जैसे—

*The whole money is spent.*

*The whole book has been finished.*

*The whole plan is defective.*

यदि यहाँ book के बदले books और plan के बदले plans का प्रयोग होता, तो यहाँ all का प्रयोग करना पड़ता, क्योंकि whole के बाद books और plans का प्रयोग असुंद होगा।

## EXERCISE

### Q. Correct the following sentences—

(a) The whole resolutions were put to vote (b) The whole acts are full of defects. (c) The whole colleges are overcrowded. (d) The whole sonnets of Shakespeare are fine poetry.

Hints—Use 'all the' instead of 'the whole' or use Singular Nouns.

## PROPER ADJECTIVES

### Rule I. Proper Adjectives and Capital Letters

ये Adjectives Proper Noun से बनाये जाते हैं और इसलिए इनको capital letters से आरम्भ किया जाता है, जैसे—

*It is an Indian game but that is a Russian one.*

*This is Indian, not European.*

इन वाक्यों में Indian, Russian तथा European का प्रत्येक capital letter है जो शुद्ध है। यदि इनमें छोटे अक्षर से आरम्भ किया जाता, तो वे अशुद्ध समझे जाते।

## DEGREE OF ADJECTIVES

किसी व्यक्ति या वस्तु में कोई गुण कितनी मात्रा (Degree) में है इसको छात्ररीन को ही Degree of Comparison कहते हैं। यह मात्रा तीन प्रकार की होती है—(a) Positive, (b) Comparative, and (c) Superlative.

यदि Adjective का साधारण प्रयोग हो, तो उसे Positive Degree कहते हैं, जैसे—

*He is a good boy.*

यदि हम दो व्यक्तियों या वस्तुओं के गुणों की तुलना करें या एक ही व्यक्ति या वस्तु के दो गुणों की तुलना करें, तो उसे Comparative Degree कहा जाता है, जैसे—

*Ram is better than Shyam.*

*It is more useful than beautiful.*

अब हम दो से अधिक वस्तुओं या व्यक्तियों के गुणों की तुलना करते हैं और यह कहते हैं कि उनमें से एक में सबसे अधिक या सबसे कम गुण है, तो उसे Superlative Degree कहते हैं, जैसे—

*He is the best boy.*

### (A) COMPARATIVE DEGREE

#### Rule I. Scope of Comparative Degree

दो व्यक्तियों या वस्तुओं के लिए Comparative Degree का प्रयोग होता है और दो से अधिक के लिए Superlative का। इसलिए सिर्फ दो वस्तुओं या व्यक्तियों के लिए Superlative Degree का प्रयोग और दो से अधिक के लिए Comparative Degree का प्रयोग भयंकर भूल है—

*This is the best of the two books.*

*Which is easier to learn—French, German, or Spanish?*

यहाँ पहले वाक्य में better और दूसरे में easiest का प्रयोग होना चाहिए। अब इन वाक्यों को देखें—

*"When two Subjects are joined by 'or' or 'nor' the verb agrees in person with the Subject nearest to it.*

—J. C. NESFIELD

इस वाक्य में केवल दो ही Subjects की तुलना हुई है और इसलिए यहाँ nearest के बने nearer (Comparative) का प्रयोग होना चाहिए।

## EXERCISE

**Q. Correct the following sentences—**

(a) Which is the best of the two boys ? (b) This is the most popular of my two books. (c) Which is worse—smoking, drinking or gambling ? (d) Which is the best—meat or fish ? (e) Which of the two do you like most—the spider or the bee ? (f) Of the three he is more clever.

*Hints—*(a) is better; (b) is more; (c) the worst; (d) is better, (e) more, (f) the cleverest.

### Rule II. Unequal Comparative

जब दो व्यक्तियों या वस्तुओं के लिए Comparative Degree का प्रयोग हो, तो उन व्यक्तियों या वस्तुओं को स्पष्ट रूप से वाक्य में रखना चाहिए। ऐसे वाक्यों में एक व्यक्ति या वस्तु को *than* के पहले रखा जाता है और दूसरे को *than* के बाद, जैसे—

*The climate of Chapra is better than that of (or better than the climate of) Patna.*

यहाँ दो चीजों की तुलना की गयी है—Chapra का climate और Patna का climate और यह कहा गया है कि इन दोनों में Chapra का climate Patna के climate से अधिक अच्छा है। यदि इस वाक्य को बनावट इस प्रकार कर दें—

*The climate of Chapra is better than Patna,* तो यह झगड़ होगा, क्योंकि यह ऐसा लगता है कि Chapra के climate की तुलना स्वयं Patna से (Patna के climate से नहीं) की गयी है। इसका कोई अर्थ हो नहीं सकता। कुछ वाक्य और हैं—

*My shirt is better than you.*

*The crop is better this year than last year.*

यहाँ पहले वाक्य में लेखक shirts की तुलना बतलाना चाहता है—एक *my shirt* और दूसरी *your shirt* के बीच, पर *your shirt* के बदले यहाँ *you* का प्रयोग कर दिया गया है। इससे ऐसा मालूम पड़ता है कि एक ओर *my shirt* है और दूसरी ओर *you*, यह कुछ हान्यमय प्रतीत होता है, क्योंकि *shirt* और *you* की तुलना तो बहुत ही बेदुर्गम जैचती है। इसलिए इस वाक्य को इस प्रकार लिखना चाहिए—

*My shirt is better than yours (your shirt).*

इसी प्रकार दूसरे वाक्य में तुलना की गयी है 'इस साल की फसल' (*the crop of this year*) से 'गत वर्ष की फसल' (*the crop of last year*) की, पर वाक्य से ऐसा मालूम पड़ता है कि *crop* और *year* की तुलना की गयी हो। इसलिए इस वाक्य को इस प्रकार लिखना चाहिए—

*The crop of this year is better than what it was last year (or better than the crop of last year).*

इसलिए जब Comparative Degree का प्रयोग हो, तो सावधानी से यह देख लेना चाहिए कि किन दो व्यक्तियों या वस्तुओं के बीच हमें तुलना दिखानी है। इतना निश्चय कर लेने पर आप इन्हें स्पष्ट रूप से वाक्य में लिखें और than के बाद जाने वाले Noun या Pronoun पर विशेष ध्यान रखें, क्योंकि यहाँ पर भूल अधिक होती है। इसी भूल को Unequal Comparative कहते हैं।

## EXERCISE

**Q. Correct the following sentences—**

(a) The climate of Bihar is better than Bengal. (b) The rainfall in Bengal is heavier than Bihar. (c) My shoes are finer than you. (d) My home is farther than he. (e) My cows give more milk than your brother. (f) The power-house of Chapra is bigger than Arrah. (g) My land is more fertile than you.

**Hints—**(a) than the climate of Bengal, or that of Bengal; (b) than the rainfall in Bihar or that in Bihar; (c) your shoes or yours; (d) than his or his home; (e) than your brother's, or those of your brother; (f) than that of Arrah; (g) yours, or than your land.

### Rule III. The Signs of Comparative Degree

एक syllable के Adjective (जहाँ ऐसा adjective मिले) अन्त-प्रत्यय डुकाकर के पड़ा नहीं जा सके) में 'r' या 'er' लगाकर Comparative Degree बनायी जाती है, जैसे—small—smaller, tall—taller आदि।

दो या दो से अधिक syllables के Adjective में more या less लगाकर हमें Comparative Degree बनाया जाता है, जैसे—

beautiful—more beautiful (or less beautiful).

है, कुछ ऐसे भी Adjectives हैं जिसका Comparative Degree अनियमित रूप (irregular way) से बनता है, जैसे—

bad—worse.

good—better

many—more आदि।

### Rule IV. 'Than' and Comparative Degree

Comparative Degree के बाद Conjunction 'than' का प्रयोग होना चाहिए, from आदि का नहीं, जैसे—

Ram is more beautiful *than* Mohan.

You are better *than* he.

इसमें यह स्पष्ट है कि than का प्रयोग लभ होना है जब हमें पहले बने वाले Adjective को Comparative Degree में रखा जाता है। यदि कोई Adjective Positive Degree में हो, तो than का प्रयोग करना पूरी भूल है। इसलिए ये वाक्य गलत हैं—

Pakistan is *much* backward than India.

Sohan is *much* wealthier than Ram.

यहाँ *than* के पहले आने वाले Adjectives 'backward' तथा 'wealthier' Positive Degree में हैं। इनके पहले *much* के बदले *more* का प्रयोग होना चाहिए। इसलिए अब यह लें कि *than* का प्रयोग कर देने से ही Comparative Degree नहीं बनायी जा सकती, Adjective को भी Comparative Degree का रूप देना आवश्यक है।

Note— इस सम्बन्ध में यह भी नहीं भूलें कि *than* के पहले आने वाले Adjective को Double Comparative नहीं बनाना चाहिए। यह कह दिया है कि Comparative Degree के बिना 'r', 'er', 'more' और 'less' है। नियमानुसार इनमें से केवल एक ही का प्रयोग करें, एक से अधिक का नहीं। इसलिए *more better*, *more stronger* आदि प्रकार की Comparative Degrees बग़ुद हैं। 'Better' और 'stronger' Comparative Degree में ही हैं। फिर *more* या *less* की आवश्यकता ही क्या है? हाँ, Comparative Degree के पहले *much* का व्यवहार अब कर सकते हैं; जैसे—

He is *much* better than Ram.

## EXERCISE

Q. Correct the following sentences—

(a) She is beautifuller than her sister (b) You are much bad than he (c) America is much wealthier than India. (d) You are more tall than I. (e) You are more braver and stronger than I. (f) India is more advanced and cultured from Africa. (g) He is more handsomer than you.

Hints— (a) more beautiful; (b) worse than; (c) more wealthy, (d) are taller (e) are braver and stronger, (f) than Africa, (g) more handsome.

### Rule V. 'Than' and the Case

*Than* के बाद Noun या Pronoun Nominative and Objective दोनों ही Cases में रह सकता है। यदि वाक्य में दो Subjects के बीच तुलना की जाय, तो *than* के बाद Nominative Case रहता है, पर दो Objects के बीच तुलना होने पर *than* के बाद Objective Case, जैसे—

He loves you more than I.

He loves you more than me.

ये दोनों ही वाक्य शुद्ध हैं, पर इनके अर्थ में काफी भ्रम है। पहले वाक्य का अर्थ है कि He और I दोनों ही you को प्यार करते हैं। पर 'He' 'you' को I की अपेक्षा अधिक प्यार करता है। दूसरे वाक्य में He दो Objects (you और me) को प्यार करता है, पर वह you को me की अपेक्षा अधिक प्यार करता है।

Note (a)— यदि वाक्य में Intransitive Verb रहे, तो *than* के बाद Noun या Pronoun तथा Nominative Case में रहता है, पर Transitive Verb रहने पर Nominative और Objective दोनों में से किसी एक Case का प्रयोग हो सकता है।



इसलिए He is better than me. He is more beautiful than me. You are better than her. She is older than him इत्यादि वाक्य अशुद्ध हैं।

Note (b)—Intransitive Verb रहने पर भी than के बाद Objective Case होता है, पर ऐसा प्रयोग केवल बातचीत की ही भाषा में होता है। अच्छे लेखक ऐसी अवस्था में Nominative Case का ही प्रयोग करते हैं—

*"It is greater than they...."*

—T. S. ELIOT

*"Your husband doesn't believe you are older than I".*

—NORMAN LEWIS

*"Little does she realise that I am more widowed than she."*

MAHATMA GANDHI : YOUNG INDIA, APRIL 26, '28

## EXERCISE

Q. Correct the following sentences—

(a) He is better than me. (b) You are more intelligent than me. (c) She is older than him. (d) You are stronger and wiser than him. (e) My brother is taller than me.

Hints—(a) I; (b) I; (c) he; (d) he; (e) I.

## Rule VI. 'Much' and 'Far' and Comparative Degree

Comparative Degree के Adjective के साथ much या far का प्रयोग शुद्ध है, पर very का प्रयोग अशुद्ध; जैसे—

He is *much* better than you.

He is *far* wiser than I.

एक वाक्यों में better और wiser के पहले क्रमशः much और far का प्रयोग हुआ है जो शुद्ध है। यदि वहाँ much या far के बदले very का प्रयोग होता—

He is *very* better than you.

He is *very* wiser than I.—तो ये वाक्य अशुद्ध हो जाते।

## Rule VII. Comparison of Qualities

यदि एक ही व्यक्ति या वस्तु के दो गुणों (qualities) की तुलना की जाय, तो उस Adjective के पहले सदा more या less का प्रयोग होता है और than के बाद आने वाला Adjective सदा Positive Degree में रहता है; जैसे—

Mohan is *more* brave than good.

Ram is *more* good than intelligent.

यहाँ पहले वाक्य में एक ही व्यक्ति Mohan के दो गुणों (brave और good) की तुलना की गयी है। इसलिए एक syllable के विद्येय होने पर भी brave और good के

पहले more का प्रयोग हुआ है। वहाँ more good के पहले better और more brave के पहले brave का प्रयोग नहीं होना चाहिए।

अब यह याद रखें कि एक syllable के विशेषण 'r' या 'er' लगाकर तथा एक से अधिक syllable के Adjective में more या less लगाकर Comparative Degree बनायी जाती है, जब दो अलग-अलग वस्तुओं या व्यक्तियों के एक गुण की तुलना की जाती है, जैसे—

Ram is better than Shyam.

यहाँ दो व्यक्ति Ram और Shyam के एक गुण की तुलना की गयी है और इसलिए good का Comparative Degree 'better' का प्रयोग हुआ है। अब इसको संक्षेप में इस प्रकार याद रखें—यदि than के बाद Adjective का प्रयोग हो, तो एक syllable के Adjective का भी Comparative Degree सदा more या less लगाकर बनाया जाता है और यदि than के बाद Noun या Pronoun आये, तो Comparative Degree साधारण लियम के अनुसार बनता है—एक syllable के Adjective में 'r' या 'er' लगाकर और एक से अधिक Syllable के Adjective में more या less लगाकर; जैसे—

Ram is better than Shyam.

Ram is more good than wise.

यहाँ पहले वाक्य में than के बाद Noun 'Shyam' आया है। इसलिए वहाँ Comparative Degree 'better' का प्रयोग हुआ है, पर दूसरे वाक्य में than के बाद Adjective 'wise' आया है, Noun या Pronoun नहीं। इसलिए good के Comparative Degree में 'more good' का प्रयोग हुआ है, better का नहीं। मतः ये वाक्य अशुद्ध हैं—

You are wiser than good.

The book is better than cheap.

यहाँ wiser के पहले more wise तथा better के पहले more good का प्रयोग होना चाहिए। यह भी याद रखें कि ऐसी वस्तु में that के बाद आने वाला Adjective सदा Positive Degree में रहता है।

## EXERCISE

Q. Correct the following sentences—

(a) Ram is stronger than braver. (b) That book is cheaper than better.

(c) You are stronger than wiser. (d) This flower is redder than whiter. (e) He is bolder than wiser. (f) This house is finer than stronger.

Hints—(a) more strong than brave. (b) more cheap than good, (c) more strong than wise; (d) more red than white; (e) more bold than wise; (f) more fine than strong.

## Rule VIII. 'As' & 'Than' and Comparative Degree

यदि वाक्य में तुलना करने के लिए as और than दोनों ही का प्रयोग हो, तो as के बाद आने वाले Adjective या Adverb के बाद एक और as का प्रयोग करें (as...as), सिर्फ एक ही as का नहीं; जैसे—



Ram is *better* and *wise* than Mohan.

You are *braver* and *stronger* than I.

पहले वाक्य में 'better' Comparative Degree में है, पर 'wise' Positive में। फिर दूसरे वाक्य में 'braver' Comparative Degree में है, पर 'stronger' Positive में। आप नियमानुसार wise के बदले wiser तथा strong के बदले stronger का प्रयोग करें। Superlative Degree के Adjective के साथ भी यही नियम लागू होना चाहिए, जैसे—

He is the *bravest* and *strongest* man.

It is the *best* and *wisest* plan.

ये दोनों ही वाक्य शुद्ध हैं, क्योंकि and से जोड़े गये दोनों ही Adjective Superlative Degree में हैं। अब इन वाक्यों को देखें—

He is the *bravest* and *strong* man.

It is the *best* and *wise* plan.

This is the *surest* and *intelligent* way.

ये सभी वाक्य अशुद्ध हैं, क्योंकि प्रत्येक में एक Adjective Superlative Degree में है पर दूसरा Positive में। नियमानुसार दोनों ही Adjective को Superlative Degree में रहना चाहिए; जैसे—

This is the *surest* and *most intelligent* way.

यह वाक्य शुद्ध है, क्योंकि दोनों ही Adjectives, 'surest' और 'most intelligent', Superlative Degree में हैं।

## EXERCISE

Q. *Correct the following sentences—*

(a) I am bolder and brave than he. (b) This plan is better and easy than that. (c) This is the cheapest and safe course of action. He is the wisest and brave man. (d) This house is finer and strong than that.

Hints—(a) braver; (b) easier; (c) safest; (d) bravest, (e) stronger.

### Rule X. Comparative-cum Superlative

यदि हम दो व्यक्तियों या वस्तुओं के बीच तुलना नहीं करके एक ही व्यक्ति या वस्तु को तुलना उस वर्ग के सभी (all) व्यक्तियों या वस्तुओं के साथ करें, जैसे Superlative Degree में किया जाता है, तो than के बाद आने वाले Noun या Pronoun के साथ other या else का प्रयोग अवश्य होना चाहिए, जैसे—

Ram is better than *all other* students.

I like it better than *any other* book.

You are better than *anybody else* in the class.

यहाँ पहले वाक्य में Ram की तुलना सभी लड़कों से की गयी है। यहाँ सिर्फ दो ही व्यक्तियों की तुलना नहीं की गयी है। इसलिए all के बाद other का प्रयोग हुआ जो आवश्यक

सुझाव। सभी किताबों के साथ तुम्हें है, फिर एक ही किताब के साथ नहीं। तीसरे वाक्य में you की तुलना सभी (anybody) से हुई है। अतः यहाँ else का प्रयोग हुआ है। यदि आप ऐसे वाक्यों में than के बाद जाने वाले all, anybody, anyone, everybody इत्यादि के साथ other या else का प्रयोग नहीं करेंगे, तो वे वाक्य बहुत समझे जायेंगे, जैसे—

Ram is better than *all* students.

I like it better than *any* book.

You are better than *anybody* in the class.

यहाँ all तथा any के बाद other का और anybody के बाद else का प्रयोग होना चाहिए।

Note—आप यह ध्यान रखें कि than के बाद Noun रखने पर other का प्रयोग होता है, पर Pronoun रहने पर else का, जैसे—*all other books, any other man, anyone else, everybody else, anybody else* इत्यादि।

अब इन वाक्यों को देखें—

*"There is another ego according to whose action the individual is recognizable, which needs a deeper sense than any we have been used to exercise."*

—D. H. LAWRENCE

*"The world of our daily life is more man-made than at any previous epoch."*

—BERTRAND RUSSELL

*"Yet Marx is a strong force in the world, stronger than any we had in the past."*

—THE MODERN REVIEW, Feb. '57

इन तीन वाक्यों में any के बाद other का प्रयोग होना चाहिए। सतर्कता से लिखने वाले ऐसी गलती नहीं करते—

*"Milton handled blank verse in a way which no one has ever approached... and in so doing he did more than anyone or anything else to make it impossible for the drama."*

—T. S. ELIOT

## EXERCISE

Q. Correct the following sentences—

(a) He is wiser than anybody in the town. (b) You are taller than all students of your class. (c) I like him better than any man. (d) He is more intelligent than any student of his class. (e) This book is better than any on the subject.

Hints—(a) anybody else; (b) all other, (c) any other, (d) any other, (e) any

Preferable एक ऐसा Adjective है जिसके पहले, Latin comparative को प्रांति, more वा less का ओर बाद में than का प्रयोग नहीं होता। इसके साथ than के पहले सदा to का प्रयोग होता है, जैसे—

This is preferable *to* that.

यदि हम ऐसा लिखें—

This is *more* preferable *than* that, तो यह अशुद्ध समझा जायगा।

## EXERCISE

*Q. Correct the following sentences—*

(a) This book is more preferable than that. (b) That plan [is more preferable than this (c) Milk is preferable than egg.

*Hints—*(a) is preferable to that, (b) is preferable to this; (c) is preferable to egg.

## Rule XII. 'Comparatively' and Comparative Degree

यदि किसी Adjective वा Adverb के पहले comparatively शब्द का प्रयोग हो, तो वह Adjective वा Adverb Positive Degree में रहता है, Comparative में नहीं, जैसे—

I am comparatively well to-day.

यदि हम यहाँ comparatively better लिखें तो यह अशुद्ध होगा। यदि Adjective वा Adverb को Comparative Degree में रखना ही हो तो comparatively शब्द का प्रयोग उस Adjective वा Adverb के पहले मत करें, जैसे—

I am better to-day.

इसलिए आप comparatively well लिखें वा सिर्फ better, पर दोनों नहीं, क्योंकि अच्छे लोग इन दोनों की लिखड़ी कभी नहीं पकाते—

*"It was, of course comparatively easy for Burke to accept the English Constitution as part of the order of nature."* —BASIL WILLEY

*"This is comparatively easy."* —CHRISTOPHER CAUDWELL

इस वाक्य में comparatively easy का प्रयोग शुद्ध है। यहाँ easy को easier कर देने से वाक्य अशुद्ध हो जाता। अब इस वाक्य को देखें—

*".....that an advance against Government securities now becomes comparatively higher or costlier."*

THE EASTERN ECONOMIST, Feb. 8, '57

**Q. Correct the following sentences—**

(a) How are you ? I am comparatively better today. (b) This method comparatively easier and safer. (c) That plan is comparatively cheaper.

*Hints—* (a) I am better or comparatively well; (b) is easier and safer comparatively easy and safe; (c) is cheaper or comparatively cheap.

### Rule XIII. 'The' and Comparative Degree

यदि Adjective Comparative Degree में रहे और उसके पहले the आये है तो Adjective के बाद Noun या Pronoun का प्रयोग होने पर सदा of the two आना है; जैसे—

This boy is *the better of the two*.

He is *the wiser of the two*.

ऐसे वाक्यों में of के बदले than और two के बदले three, four आदि का प्रयोग करना मूल है। इसलिए ये वाक्य असुद्ध हैं—

This boy is *the cleverer than the two*.

This boy is *the cleverer of the three*.

This boy is *the cleverer than the three*.

### EXERCISE

**Q. Correct the following sentences—**

(a) You are the stronger of the three. (b) He is the wiser than the two. (c) This is the finer than the three. (d) This plan is the better than all.

*Hints—* (a) strongest of the three; (b) wiser of, (c) finest of the three; (d) better of the two or best of all.

### Rule XIV. Latin Comparatives

कुछ ऐसे Adjectives हैं जो Latin में आये हैं। उन्हें Latin comparatives कहा जाता है—senior, junior, prior, posterior, superior, inferior तथा anterior. इनके पहले more या less का प्रयोग नहीं होता और इनके बाद सदा to का प्रयोग होता है, than का काम नहीं; जैसे—

I am *senior to him*.

He is *junior to me*.

जब: जब ऐसे वाक्य न मिलें—

He is *more superior than me*.

You are *more junior than him*.

इनके हट कर ये होंगे—

He is *superior to me*.

You are *junior to him*.

**Note—** कुछ ऐसे भी Latin comparatives हैं जो अब Comparative Degree में बदल गए हैं। इनका प्रयोग अब केवल Positive Degree में सामान्य सिंगल

की भांति ही होता है। अतः इनके बाद to का प्रयोग नहीं होना चाहिए; जैसे—

It is a major operation.

It is of minor importance.

I have no ulterior motive in doing this work.

इन वाक्यों में major, minor तथा ulterior का प्रयोग Positive Degree में हुआ है, Comparative में नहीं। इसलिए यहाँ to के प्रयोग करने का प्रलभ ही नहीं उठ सकता। बल्कि में इसका प्रयोग Noun की तरह भी होने लगा है; जैसे—

He is a minor. You are a major आदि।

इन्हें का तात्पर्य यह है कि major और minor का प्रयोग senior और junior की तरह Comparative Degree में कभी भी नहीं करें। इसलिए ये वाक्य अशुद्ध हैं—

He is major to me. You are minor to him.

## EXERCISE

Q. Correct the following sentences—

(a) Your position is superior than his. (b) Shakespeare's plays are more superior than Shaw's. (c) You are more junior than me. (d) I am more senior than him. (e) My status is more superior than yours.

Hints—(a) superior to; (b) are superior to; (c) are junior to; (d) am senior to; (e) is superior to

### Rule XV. Degreeless Adjective

कुछ ऐसे Adjectives हैं जो सदा Positive Degree में ही रहते हैं। इनका Comparative या Superlative Degree नहीं होता है। ये हैं—absolute, perfect, complete, entire, full, whole, chief, extreme, unique, excellent, right, wrong, circular, annual, monthly, vegetable, mineral, milky, blue, golden, lunar, solar, oblong, round, square, universal, impossible इत्यादि।

Note—इस नियम के सम्बन्ध में मुझे इतना ही कहना है कि आधुनिक महान् लेखकों ने अपनी शैली (style) को प्रभावशाली बनाने के लिए इस नियम में थोड़ा परिवर्तन किया है जो अनुचित नहीं। इसलिए आज तक fullest, more perfect, most perfect, most impossible, most universal इत्यादि प्रकार के प्रयोग बहुत ही मिलते हैं। कुछ उदाहरण देखिए—

*"In the plays of Shakespeare a musical design can be discovered in particular scenes, and in his more perfect plays as wholes."*

—T. S. ELIOT

*"Decorum is the most universal of all the rules."* —BASIL WILLEY

*"But there are other things in Pilgrim's Progress besides the most perfect representation of Evangelical religion."* —G. M. TREVELYAN

*"...and this fuller kind of criticism is what we desire."*

—I. A. RICHARDS



... but the play, the Shadowy Waters, seems to me one of the most perfect expressions of the vague enchanted beauty of that school.

—T. S. Eliot

इन उदाहरणों से यह स्पष्ट है कि आत्मक full और perfect का Degree बताया जाता है जो वाक्य में प्रयुक्त है। हाँ, ऊपर दो गरीबी सूचकों में और मिलने अन्य Adjective हैं, उनका प्रयोग Comparative या Superlative में प्रायः नहीं मिलता। इसलिए उनका Degree बनाने का प्रयत्न नहीं करें।

## (B) SUPERLATIVE DEGREE

### Rule I. Scope of Superlative Degree

Superlative Degree का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के साथ होता है। जैसे—

*He is the best student of his class.*

*He is the wisest of all.*

यदि हम ऐसा लिखें—

*He is the best of the two students.*

*He is the wisest of the two men*

तो ये वाक्य अशुद्ध होंगे, क्योंकि दो व्यक्तियों या वस्तुओं के लिए Superlative का प्रयोग ही नहीं सकता; दो के लिए तो Comparative Degree का प्रयोग होता है।

## EXERCISE

### Q. Correct the following sentences—

(a) Which is the easiest to learn—English or French? (b) Which is the easiest to learn—English, French or German? (c) Ram is the bravest of the two men. (d) He is wiser than all. (e) Which colour do you like more—red or blue or green? (f) Which of the two do you like most—meat or fish? (g) This is the youngest and most intelligent of my two children.

Hints—(a) is easier; (b) easiest; (c) braver; (d) the wisest of; (e) like the most; (f) like more; (g) younger and more intelligent.

### Rule II. The Signs of Superlative Degree

एक syllable के Adjective या Adverb में 'st' या 'est' लगाकर और एक से अधिक syllable के Adjective या Adverb में most या least लगाकर Superlative Degree बनायी जाती है। पर 'st' और most (least) दोनों ही का एक साथ प्रयोग प्रयोज्य भूल है। इन बातों को देखें—

*He is the wisest man.*

*She is the most beautiful girl.*

यहाँ wise का wisest हो गया है, और beautiful का most beautiful, क्योंकि पहला एक syllable का Adjective है और दूसरा एक से अधिक syllable का। अब हम

वाक्यों को लें—

He is the *most wisest* man.

She is the *beautifullest* girl.

यहाँ पहले वाक्य में *most* और '*est*' दोनों ही का प्रयोग कर दिया गया है, जो अशुद्ध है। *Wise* एक syllable का Adjective है। इसलिए इसका Superlative Degree केवल '*est*' के द्वारा बनाया जा सकता है। दूसरे वाक्य में एक से अधिक syllable के Adjective, '*beautiful*' का Superlative Degree '*est*' से बनाया गया है, जो अशुद्ध है। यहाँ *most* का प्रयोग होना चाहिए। आप ऐसी गलतियों से सावधान रहें।

## EXERCISE

*Q. Correct the following sentences—*

(a) He is the most strongest man. (b) This is the usefulest book (c) This is the wholesomest food. (d) This is the most worst story (e) George Herbert's Grace is the most finest poem

*Hints—*(a) the strongest; (b) the most useful, (c) the most wholesome, (d) the worst; (e) the finest.

### Rule III. 'The' and Superlative Degree

Superlative के पहले *the* का प्रयोग होना चाहिए, जैसे—

He is *the* best boy.

This is *the* most important passage for explanation.

यदि *the* के बिना ही वे वाक्य लिखे जायें—

He is best boy.

This is most important passage, तो वे अशुद्ध हो जाते।

*Note (a)—*यदि Superlative Degree के पहले कोई Possessive Adjective (*my, our, your, her*) या Possessive Case (Noun में '*'s* लगा हुआ) आवे, तो Superlative Degree के Adjective के पहले *the* का प्रयोग नहीं हो सकता, जैसे—

It is my best dress. It is Ram's best pen.

यहाँ Superlative Degree '*best*' के पहले क्रमशः *my* और *Ram's* आये हैं। इसलिए यहाँ *the* का प्रयोग नहीं हुआ है। इन वाक्यों में *the* का प्रयोग सर्वथा अनुचित होगा।

*Note (b)—*कभी-कभी Superlative Degree का प्रयोग *very* के अर्थ में होता है। ऐसी हालत में Adjective के पहले *the* का प्रयोग नहीं होता, जैसे—

It is most unfortunate.

### Rule IV. 'Much', 'Very' and Superlative Degree

Superlative Degree के पहले *much* या *very* का प्रयोग हो सकता है, जैसे—

You are *much* the best man in this village.

He is the *very* best boy of his class.



*Hints*—(a) one of the wisest men if not the wisest (man); (b) one of the most learned men if not the most learned (man); (c) one of the greatest thinkers if not the greatest (thinker); (d) one of the greatest religious teachers if not the greatest (religious teacher); (e) one of the best books if not the best (book).

**Note**—लिखते समय दाख Singular Noun का प्रयोग bracket में न करें, सिर्फ Superlative Degree को ही रखें ।

## Rule VII. Some confusing Comparatives and Superlatives

अब हम कुछ ऐसे Adjectives पर विचार करें जिनके प्रयोग में कुछ भ्रान्ति होती है—

### 1. Elder and eldest; older and oldest.

Elder और eldest का प्रयोग एक ही परिवार के अधिक उम्र वाले लोगों के लिए होता है पर older के बाद than का प्रयोग अन्य लोगों या वस्तुओं के लिए होता है । पर ख्याल रखें elder के बाद than का प्रयोग नहीं किया जाता जब कि older के बाद किया जाता है, जैसे—

My *elder* brother loves me much.

My *eldest* brother is the head of the family.

My friend is *older* than I.

This is the *oldest* tree here.

इन वाक्यों में elder के बदले older और older के बदले elder का प्रयोग प्रशुद्ध होता ।

2. *Farther and further*—Farther का अर्थ होता है 'अधिक दूर' (more distant), पर 'further' का 'अधिक दूर' और 'अतिरिक्त' (additional) दोनों होता है: जैसे—

Chupra is *farther* from Sonapur than Gultenganj.

We saw a temple on the *further* side of the hill.

*Further* argument is not required.

यहाँ पहले वाक्य में farther और दूसरे वाक्य में further का प्रयोग अधिक दूरी के अर्थ में और तीसरे वाक्य में further का प्रयोग अतिरिक्त के अर्थ में हुआ है ।

"A rough distinction is this : farther, farthest are applied to distance and nothing else; further, furthest, either to distant or to addition."

—ERIC PATRIDGE

"...The most that should be said is perhaps that farther is not common except where distance is in question."

—FOWLER

3. *Nearest and next*—Nearest से 'दूर' (distance) का बोध होता है, पर next से 'क्रम' (order) का; जैसे—

What is the *nearest* market from your home ?

He is my *nearest* relation.

I sat *next* to my friend.

We are *next* door neighbours.

4. *Last and latest*—Last 'first' का विपरीतार्थक है, पर latest 'earliest' का। इसलिए last से स्थान या क्रम (order) का बोध होता है, पर latest में समय (time) का; जैसे—

I am the *last* man to bear this insult.  
What is the *latest* news about Egypt ?

## EXERCISE

Q. *Correct the following sentences—*

(a) This temple is elder than that. (b) He is my older brother. (c) You are the eldest man of this village. (d) Darbhanga is further from Patna than Chapra (e) No farther discussion is allowed. (f) What is the latest day for fee-collection ? (g) I was the first man to support this resolution but you were the latest

*Hints—*(a) older; (b) elder; (c) oldest; (d) farther; (e) further; (f) last; (g) last.

5. *Later and latter*—Later 'late' का Comparative Degree है, पर latter 'former' का विपरीतार्थक। इससे यह स्पष्ट है कि later से समय (time) का बोध होता है और latter से क्रम या स्थान (order) का; जैसे—

You came *later* than he.

Shakespeare and Milton are great poets but I prefer the *former* to the *latter*.

यहाँ पहले वाक्य में latter और दूसरे में later का प्रयोग अनुचित होता।

6. *Former and latter*—जब वाक्य में केवल दो व्यक्तियों या वस्तुओं का प्रयोग होता है, तो पहले के लिए former का प्रयोग होना है और दूसरे के लिए latter का; जैसे—

Keats and Shelley are romantic poets but the *former* is greater than the *latter*.

इस वाक्य में दो व्यक्तियों (Keats और Shelley) की चर्चा हुई है। इसलिए पहले के लिए former और दूसरे के लिए latter आया है। यदि यहाँ दो से अधिक (तीन-चार) व्यक्तियों की चर्चा हुई होती, तो former और latter का प्रयोग नहीं होता। वैसी अवस्था में former के बदले first का और latter के बदले last का प्रयोग होता। आप इस नियम पर ध्यान दें—

*"The latter should not be used when more than a pair are in question. . . ."*

—FOWLER

*"When the reference is to one of three or more individuals, the First, not the Former, should be used"*

—FOWLER

अतः इस वाक्य के अनुसार यह वाक्य सशुद्ध है—

Wordsworth, Keats and Shelley are romantic poets, but the *former* is greater than the *latter*.

इस वाक्य में तीन व्यक्तियों का प्रयोग आ गया है। इसलिए यहाँ former के बदले first का और latter के बदले last का प्रयोग होना चाहिए।

7. *First and last*—जैसा कि ऊपर कहा गया है, अब वाक्य में दो से अधिक व्यक्तियों या वस्तुओं को चर्चा हो, तो पहले के लिए *first* का और अन्तिम के लिए *last* का प्रयोग होता है, *former* और *latter* का नहीं; जैसे—

Wordsworth, Keats and Shelley are romantic poets but the *first* is greater than the *last*.

यहाँ *first* के बदले *former* का और *last* के बदले *latter* का प्रयोग अनुचित होता, क्योंकि इस वाक्य में तीन व्यक्तियों को चर्चा हुई है, दो की नहीं। हाँ, यदि यहाँ दो ही व्यक्तियों की बात होती, तो *former* और *latter* का प्रयोग होता, *first* और *last* का नहीं। अब देखें इस वाक्य को—

*"There was a second triumvirate of Lepidus, Mark Antony and Octavius Caesar, the latter the nephew of Julius Caesar"*

—H. G. WELLS

यहाँ *latter* के बदले *last* का प्रयोग होना चाहिए, क्योंकि तीन व्यक्तियों की चर्चा हुई है।

### EXERCISE

Q. *Correct the following sentences—*

(a) The Gita, the Quoran and the Bible are great books but the *former* is older than the *latter*. (b) The Indian civilization and the Greek civilization are very old but the *first* is older than the *last*. (c) Ram, Shyam and Mohan are good painters but the *latter* is a greater artist than the *former*. (d) Good English and Better English are very good books on Grammar but the *last* is not as good as the *first*. (e) He came *latter* than his father.

*Hints—* (a) *first—last*; (b) *former—latter*; (c) *last—first*; (d) *latter—former*; (e) *later*.

### REFRESHER COURSE I

*Correct the following sentences—*

1. These roses smell sweetly
2. These kind of things are bad
3. Which is the best of these two ?
4. Which is the least of these two evils ?
5. Is he stronger than any man living ?
6. Is he not the wisest of all other man ?
7. Keats is superior than Shelley.
8. He has the sweetest voice than any other singer
9. The population of China is greater than any country.
10. This is the most unkindest remark
11. Nothing can be more cheaper than this
12. Is he the wisest of all other man ?
13. Is your scheme preferable than mine ?
14. Not less than one hundred men were killed.
15. It is most unique.

- 17 I made no farther demand
- 18 The three first chapters of that book are good
- 19 We were glad to see our mutual friend
- 20 There is still little hope of his recovery
- 21 I will not buy some fish
- 22 I haven't done nothing
- 23 He is smaller than either of his three cousins
- 24 Is he the oldest of the two brothers?
- 25 Knowledge is more preferable than power
- 26 These sort of suit are still in fashion
- 27 The two first pages are blank
- 28 A deer is swifter than any animal
- 29 He is more learned but not so responsible as his father
- 30 You are as rich or even richer than I
- 31 Neither roads are safe.
- 32 Which is the better of the three methods?
- 33 This bundle is three times heavier than that.
- 34 He is better than any living man.
35. Of the three, meat, fish and milk, the latter is my favourite.

*Hints*— 1. sweet, 2. things of this kind; 3. the better; 4. the lesser; 5. any other man; 6. all men; 7. superior to; 8. sweeter voice than that of any other singer; 9. than that of any other country; 10. the unkindest or the most unkind; 11. be cheaper than; 12. the wisest of all men or wiser than all other men; 13. to mine; 14. No fewer than; 15. is unique; 16. older than; 17. further; 18. the first three; 19. common friend. 20. a little; 21. any fish; 22. done anything; 23. the smallest of his three cousins; 24. older of; 25. so, 26. the suit of this sort is, or this sort of suit is; 27. The first two; 28. than any other; 29. learned than; 30. as rich as; 31. road is; 32. the best; 33. three times as heavy as that, 34. any other; 35. the last is.

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. He has not brought some bread.
2. He spent a little money he had.
3. Will you give me few rice?
4. Every of the two boys had a book.
5. Neither of the four pens will do.
6. This boy is the cleverer than the two
7. He is a worst man.
8. Who is the greatest poet—Keats or Shelley?
9. He is the better of the three brothers.
10. He is the dullest of all other boys.
11. Gold is the most precious of all other metals.

12. He has the shortest memory of any other boy.
  13. The population of Gopalganj is greater than Chapra
  14. Knowledge is more preferable than power.
  15. This is the best and powerful engine.
  16. Bombay is one of the biggest if not the biggest cities in India.
  17. That book is cheaper than better.
  18. My friend is richer than me.
  19. He is more senior to me by four years.
  20. He is as rich or even richer than me.
  21. I have finished a few books I had.
-



## K E Y

(1) very good—Rule I. (2) kind enough—Rule II. (3) very interesting—Rule IV (a). (4) much interested—Rule IV (c). (5) very intelligent—Rule IV (a). (6) will go there presently—Rule VII. (7) come back just now—Rule VII. (8) He has been ill for a month—Rule X (i). (9) Three hours have passed since the patient took medicine—Rule X (ii). (10) It is a week since his father died—Rule X (ii) Note. (11) I first saw you five years ago and have remembered you ever since—Rule X (iii). (12) rains fall—Rule XI (i). (13) within a week—Rule XII (ii). (14) ago that—Rule XII. (15) a hundred years ago—Rule XIII. (16) allowable; but better than this is—kindly to grant—Rule XVI. (17) died only yesterday—Rule XVIII. (18) I am quite right or I am all right—Rule XIX. (19) It is—Rule X (ii). (20) I passed—Rule XIV.

## ADVERBS

Adverbs का स्थान वाक्य में कहाँ और किस प्रकार होना चाहिए, इसकी चर्चा Syntax में हो गयी है। यहाँ हमें उन Adverbs पर विचार करना है जिनके प्रयोग विशेष प्रकार से होते हैं और जिनके मतमानी प्रयोग से अर्थ और व्याकरण दोनों ही की भयंकर भूलें होती हैं।

## Rule I. 'Too' and the Adjective or Adverb

Too का अर्थ होता है 'उतना जितना नहीं होना चाहिए' (more than enough). आप too को very के अर्थ में प्रयोग नहीं करें, क्योंकि very का अर्थ होता है 'बहुत'। यदि आप अपने मित्र को देखकर यह कहें—I am too glad to see you, तो इसका यह अर्थ होगा—'मैं आपको देखकर इतना अधिक प्रसन्न हूँ जितना नहीं होना चाहिए।' इसी प्रकार, यदि आप यह कहें—My son's health is too good, तो इसका अर्थ होगा—मेरे लड़के का स्वास्थ्य इतना अच्छा है जितना नहीं होना चाहिए।' आप जानते हैं कि कोई भी अपने मित्र को देखकर या कोई पिता अपने पुत्र के विषय में ऐसा सोच भी नहीं सकता। वास्तव में इन वाक्यों में मित्र और पिता को too तथा very के प्रयोग का शान ही नहीं है। इसलिए उन्होंने अज्ञानवश ही very के बदले too का प्रयोग कर अर्थ का अनर्थ कर दिया है। इसलिए आप यह न भूलें कि too से दोष का बोध कराया जाता है, गुण का नहीं। अतः इन वाक्यों में very का प्रयोग होना चाहिए too का नहीं—

God is too merciful.

This house is too strong.

This flower is too beautiful.

I write too correctly.

I love my mother too much.

The water of this tubewell is too pure.

My teacher is too learned.

Sugar is too sweet.

My friend is too good to me.

अब इन वाक्यों को देखें जिनमें too का प्रयोग शुद्ध है—

You are too weak in English.

It is too hot to go out.

It is too cold to-day.

The price of iron is too high.

It is *too* much for me to bear.  
The house is *too* small for my purpose.  
You are *too* late.

### EXERCISE

#### Q. Correct the following sentences—

(a) I am *too* glad to meet you. (b) My son's health is *too* good. (c) This book is *too* good. (d) The weather is *too* fine. (e) God is *too* kind to me. (f) Peace is *too* good for mankind. (g) It is *very* hot to play football.

*Hints*—(a) to; (f) use 'very' instead of 'too'; (g) too hot.

#### Rule II. 'Enough' and the Adjective or Adverb

यह Adverb of Quantity है। अतः इससे परिमाण या मात्रा का बोध होता है। Enough का अर्थ है, पूर्ण या उचित मात्रा में (proper limit or amount). इसके प्रयोग के सम्बन्ध में एक और भी बात याद रखने योग्य है। आप देखेंगे कि यह Adverb जिस शब्द का गुण बदलाता है उसके बाद आता है पहले नहीं; जैसे—

He was *kind enough* to help me.

The weather is *fair enough* for me.

इन दोनों ही वाक्यों में enough का प्रयोग Adjectives 'kind' तथा 'fair' के बाद क्रमशः हुआ है। आप ऐसा नहीं कह सकते—

He was *enough kind* to help me.

The weather is *enough fair* for me.

क्योंकि इन वाक्यों में enough का प्रयोग उन विशेषणों के पहले हुआ है, जिनका गुण वह बदलाता है।

*Note*—आप यह याद रखें कि जब इसका प्रयोग Adjective की तरह होता है, तब यह Noun का गुण बदलाता है और इसलिए Noun के पहले या बाद में आता है; जैसे—

*enough loaves; loaves enough* आदि।

जब इसका प्रयोग Adverb की तरह होता है, तब यह सदा Adjectives या Adverbs के बाद आता है, पहले कभी नहीं; जैसे—

*good enough, cold enough, bold enough, fast enough, hard enough* इत्यादि।

इसलिए आप enough का : योग Adjective या Adverb के पहले कभी नहीं करें।

### EXERCISE

#### Q. Correct the following sentences—

(a) He runs *enough* fast to win this race. (b) He is *enough* intelligent to do this work. (c) He has acted *enough* boldly to deserve praise. (d) He is *enough* rich to spend so much. (e) He was *enough* good to help me.

*Hints*—(a) fast enough; (b) intelligent enough; (c) boldly enough; (d) rich enough; (e) good enough.

## Rule III. 'Little' and 'A little'

जब little या a little का प्रयोग Adverb के समान होता है, तो Adjective की ही भाँति little का अर्थ होता है 'कुछ भी नहीं' और a little का 'कुछ' या 'थोड़ा'। इसी अर्थ को ध्यान में रखकर इनका प्रयोग करना चाहिए, नहीं तो अर्थ का अनर्थ हो सकता है; जैसे—

Ram failed and so he was *little* sorry.

'Little sorry' का अर्थ यह हुआ कि राम को कुछ दुःख नहीं हुआ। क्या ऐसा हो सकता है? जब राम ने फेल किया तो क्या उसे कुछ भी दुःख नहीं हुआ? वास्तव में कहने का तात्पर्य यह था कि राम को 'थोड़ा दुःख' हुआ। इसलिए यहाँ little sorry के बदले a little sorry का प्रयोग होना चाहिए। एक वाक्य और लें—

When Ram was banished, Dashrath was *little* unhappy.

'Little unhappy' से यह मान्य होता है कि जब राम को बन्वास हुआ तो दशरथ कुछ भी दुःखी नहीं हुए, जो वास्तव में ठीक नहीं। अतः यहाँ a little का प्रयोग होना चाहिए।

Note—The little का प्रयोग Adverb की भाँति नहीं होता। इसलिए आप ऐसे वाक्य नहीं लिखें—

He was *the little* sorry.

You are *the little* ashamed.

## EXERCISE

## Q. Correct the following sentences—

(a) When the dearest son died, the father was little sorry. (b) When a tiger appeared suddenly, we were little surprised. (c) When the traveller lost his way and wandered for days and nights he felt little tired. (d) When he felt little hungry and thirsty, he cried for help.

Hints—(a) a little sorry; (b) a little surprised; (c) a little tired, (d) a little hungry.

## Rule IV. 'Much' and 'Very'

Rule (a)—Much का प्रयोग Adjectives और Adverbs के पहले होता है, जब वे Comparative Degree में रहते हैं। इससे यह स्पष्ट है कि much का प्रयोग Positive Degree में नहीं हो सकता है। Positive Degree के Adjectives तथा Adverbs के साथ very का प्रयोग होता है, much का नहीं; जैसे—

Ram is *much* better than Shyam.

You are *much* more intelligent than Mohan.

Ram is *very* good.

You are *very* intelligent.

He loves me *very* dearly.

यहाँ पहले दो वाक्यों में much का प्रयोग हुआ है, क्योंकि Adjective 'better' तथा 'more intelligent' Comparative Degree में हैं। तीसरे और चौथे वाक्यों में

very का प्रयोग हुआ है, क्योंकि Adjectives 'good' और 'intelligent' Positive Degree में हैं। इसी प्रकार वीकें वाक्य में Adverb के पहले very का प्रयोग हुआ है, जो ठीक है। इसी नियम अनुसार जब much का प्रयोग Positive Degree के Adjectives तथा Adverbs के साथ और very का Comparative में कभी भी नहीं करें। इन वाक्यों में इस नियम का उल्लंघन किया गया है—

Ram is *much* intelligent.

You are *much* laborious.

She is *much* beautiful.

He is *very* worse than you.

You are *very* stronger than Mohan.

He explained the poem *much* clearly.

He walks *much* slowly.

The book is *much* difficult.

इन वाक्यों में very के बदले much और much के बदले very का प्रयोग होना चाहिए।

Note—जब हम सरलत्व में जान लें कि जब much का प्रयोग Comparative Degree के पहले हो, तो very का प्रयोग much के बदले (very much) हो सकता है; जैसे—

He is *very much* stronger than I.

You are *very much* better than he.

तो इस प्रकार हम देखते हैं कि very stronger प्रशुद्ध है, पर very much stronger शुद्ध।

Rule (b)—Much और very का प्रयोग Superlative Degree के पहले होता है, पर दोनों में यह अन्तर है कि much का प्रयोग the के पहले होता है, पर very का the के बाद; जैसे—

Ram is *much the* best boy in the village.

Ram is *the very* best boy in the village.

अतः ये वाक्य असुद्ध हैं—

You are *the much* strongest man.

He is *very the* strongest man.

Rule (c)—Much और very में एक और अन्तर यह है कि 'much' Past Participle का गुण बतलाता है, पर 'very' Present Participle का, जैसे—*much* surprised, *much* astonished, *much* vexed, *very* distressing, *very* interesting, *very* perplexing इत्यादि। आप जानते हैं कि जब Verb में 'ing' लगता है और जब वह Adjective का काम करता है (Verb का काम नहीं), तो उसे Present Participle कहते हैं। इसी प्रकार Verb में 'ed', 'en' आदि लगाकर जब उसे Adjective की तरह व्यवहार किया जाता है तब उसे Past Participle कहा जाता है। इसको ध्यान में रखकर आप यह अवश्य हो कहेंगे कि surprised और astonished Past Participle हैं और distressing तथा vexing Present Participle। इसलिए Past Participles के साथ much का प्रयोग हुआ है, पर Present Participles के साथ very का। आप इनका उलटा

प्रयोग नहीं करें, अर्थात् Present Participles के साथ much का और Past Participles के साथ very का प्रयोग नहीं होना चाहिए। इसलिए ये वाक्य अशुद्ध हैं—

It is *much* interesting.

It is *much* distressing

I am *very* surprised.

You are *very* ashamed.

**Note**—इस प्रयोग में यह आप जान लें कि कुछ ऐसे phrases हैं जिनमें Participles रहने पर भी much के बदले very का प्रयोग होता है—*very* pleased, *very* tired, *very* dejected, *very* contented, और ये शुद्ध हैं पर इनके आधार पर नये phrases को गढ़ने की कोशिश मत करें।

## EXERCISE

**Q. Correct the following sentences—**

(a) This question is much difficult but that is much easy (b) You are much ugly but she is much lovely (c) He is the much best boy of his class. (d) He was beaten much severely (e) It is much amusing. (f) He was very ashamed of his conduct (g) You are very the best boy. (h) I am very interested in your story

**Hints**—(a) very difficult very easy, (b) very ugly very lovely, (c) the very best or much the best; (d) very; (e) very; (f) much; (g) the very best or much the best; (h) much interested

**Rule V. 'Very much', 'Too much', 'Much too', and 'Only too'**

Very much का अर्थ है 'बहुत हद से', पर too much और much too में 'इतना अधिक जितना नहीं होना चाहिए' का बोध होता है। Only too से 'बहुत' (very) का बोध होता है, too का नहीं, जैसे—

I am *very much* obliged to my friend.

I am *very much* sorry for this boy.

It gives me *too much* pain.

It is *much too* painful.

I shall be *only too* glad to see you. (= I shall be very glad to see you).

इस प्रकार आप देखते हैं कि only too का अर्थ too से भिन्न होता है। एक और बात भी ध्यान देने योग्य है। आप देखेंगे कि too much के बाद Noun आता है, पर much too के बाद Adjective या Participle. इन बातों को देखें—

He gave me *much too* pain.

It is *too much* painful.

यही वही बात है तो too much का और दूसरे में much too का प्रयोग होना चाहिए।

### Rule VI 'At present', 'Presently', 'Shortly' and 'Directly'

At present का अर्थ होता है 'वर्तमान समय में' (for the present, at the present moment), or presently, shortly or directly का अर्थ होता है 'बिना देर के' (without delay) or or the time is presently or at present time, shortly or in short or directly or straight में होता है।

### Rule VII 'Presently' and 'Just now'

Presently का अर्थ future action के लिए होता है, or just now का past action के लिए, है।

He has come just now.

I shall come presently.

एकदम ही आया हुआ है—

I shall come just now.

He has come presently.

### Rule VIII. 'Hard' and 'Hardly'

He works hard. He hardly works.

पहले वाक्य का अर्थ है कि 'वह बहुत मेहनत के साथ काम करता है', or दूसरे का अर्थ है कि 'वह काम शायद नहीं करता'।

Hardly का अर्थ होता है scarcely. इसका अर्थ hard और hardly का वास्तविक अर्थ में प्रयोग करें।

### Rule IX. 'Late' and 'Lately'

He came late. He came lately.

पहले वाक्य में यह बोध होता है कि 'वह देर करके आया', or दूसरे का अर्थ यह है कि 'वह हाल ही में (recently) आया'। अतः अर्थ को ध्यान में रखकर ही इनका प्रयोग करें।

## EXERCISE

### Q. Correct the following sentences—

(a) I gave him much too freedom. (b) He is too much free (c) What are you? Presently I am a student. (d) I shall go just now. (e) He has gone presently. (f) He wants to stand first in the University examination and so he labours hardly. (g) As the boy came lately, he was fined.

Hints—(a) too much; (b) much too; (c) at present; (d) presently; (e) just now; (f) labours hard; (g) came late.

### Rule X. The uses of 'Since'

Since का व्यवहार जब समय (time) का बोध कराने के लिए किया जाता है, तब इसे हम Preposition, Conjunction और Adverb तीनों ही प्रकार से प्रयोग कर सकते हैं। इन तीनों प्रकार के प्रयोगों में थोड़ा-थोड़ा अन्तर है। इसलिख पहले हमें यह समझना है कि

since का प्रयोग क्व Preposition और क्व Conjunction तथा Adverb की तरह होता है।

जब since के बाद कोई ऐसा समयसूचक शब्द आवे जिसमें Point of Time (कब से) का बोध हो, तो समयना चाहिए कि इसका प्रयोग Preposition की तरह हुआ है, जैसे—

*since Monday, since yesterday, since January* इत्यादि।

आप यह बात रूँ कि Preposition की तरह प्रयुक्त होने पर since के बाद किसी तिथि, दिन, महीना या वर्ष का प्रयोग होता है जिससे यह स्पष्ट बना चल जाता है कि काम 'कब से' शुरू हुआ।

जब since का प्रयोग Conjunction की भाँति होता है, तब इसके बाद एक Clause प्रयुक्त जाता है, जैसे—

*Seven years have passed since I came here.*

यहाँ 'since' Conjunction का काम करता है, क्योंकि यह दो Clauses को मिला रहा है। इन दो Clauses में एक Clause (*I came here*), since के बाद आया है। इस प्रकार आप देखेंगे कि since का प्रयोग जब Conjunction का तरह होता है, तब since के बाद एक Clause आता है, पर जब इसका प्रयोग Preposition की तरह होता है, तब इसके बाद एक Noun आता है, कोई Clause नहीं।

जब since का प्रयोग Adverb का तरह होता है, तब वह भाषापरकता वाक्य के अन्त में आता है। ऐसी भाषण में तो आप सुन ही वह सकते हैं कि यहाँ इसका प्रयोग Adverb की तरह हुआ है। यदि since के पहले ever लगा रहे (*ever since*), तो इसे पहचानने में और भी आसानी होगी, क्योंकि वह निश्चयपूर्वक Adverb ही होगा। एक बात और भी याद रखें। यदि आप देखें कि since में न कोई Clause शुरू होता है और न इसके बाद कोई तिथि या दिन या महीना इत्यादि का काम आता है, तो आप समझ लें कि यहाँ since का प्रयोग Adverb की तरह हुआ है।

अब हम since के विभिन्न-विभिन्न प्रयोगों पर विस्तारपूर्वक विचार करें।

#### (i) Since : As a Preposition

Preposition की भाँति प्रयोग करने पर (i) since के पहले Present Perfect, Past Perfect या Present/Past Perfect Continuous Tense आता है, और (ii) हमने (since के) बाद कोई ऐसा समयसूचक शब्द (वर्ष, महीना, दिन इत्यादि) आता है जिसमें यह बना चलता है कि वह काम 'कब से' (from when) शुरू हुआ, जैसे—

*He has been here since last Tuesday.*

*You have been ill since January last*

*It has been raining since Monday*

इन तीनों वाक्यों में since के बाद क्रमशः Tuesday, January और Monday आये हैं, जिसमें यह बना चल रहा है कि काम 'कब से' शुरू हुआ है। फिर, पहले दो वाक्यों में since के पहले Present Perfect Tense का और तीसरे में Present Perfect Continuous का प्रयोग हुआ है। अब चरार since के प्रयोग में सम्बन्धित इन दोनों ही नियमों का वास्तव हुआ है।

अब इन वाक्यों को देखें

*He is here since Monday*

*He has been ill since a week.*



यहाँ पहले वाक्य में Monday से यह पता चलता है कि काम कब से शुरू हुआ, पर since के पहले Present Indefinite Tense का प्रयोग हुआ है, जो अशुद्ध है। यहाँ Present Perfect 'has been' का प्रयोग होना चाहिए—

He has been here since Monday.

दूसरे वाक्य में since के पहले Present Perfect Tense का प्रयोग हुआ है पर इसके बाद a week का, जिससे 'कितने' समय (Period of Time) का बोध होता है, 'कब से' (from when) का नहीं। इसलिए यहाँ since के बदले for का प्रयोग होना चाहिए—

He has been ill for a week.

इसी प्रकार, ये सभी वाक्य अशुद्ध हैं—

My father *died* since last Thursday.

The school *was closed* since last yesterday.

My father has been ill since *three days*.

The results have been known since *two days*.

यहाँ पहले वाक्य में died के बदले has been dead और दूसरे में was closed के बदले has been closed का प्रयोग होना चाहिए। तीसरे और चौथे में since के बदले for का प्रयोग होना चाहिए, क्योंकि three days और two days से Period of Time का बोध होता है, Point of Time का नहीं।

**Note**—यदि since के बाद ऐसा Noun आये जिससे Period of Time (कितने समय से) का बोध हो, Point of Time (कब से) का नहीं, तो since के बदले for का प्रयोग होना चाहिए, जैसे कि ऊपर के वाक्यों में बताया गया है। Since और for की चर्चा Preposition के अध्याय में विस्तारपूर्वक हुई है।

Since के प्रयोग से सम्बन्धित इन दो सरल नियमों का ध्यान करना कठिन नहीं पर देखिए इस प्रयोग में कड़ोता से इन दोनों नियमों का उल्लंघन किया गया है—

"Mr. Sahay who had been to Muzaffarpur about a month back in connection with his electioneering was slightly indisposed since last few days."

—THE INDIAN NATION : MARCH 15, '57

यहाँ since के पहले Past Indefinite Tense (was) का प्रयोग किया गया है और Since के बाद Period of Time (last few days) का, जो भ्रमो भूल है। यहाँ was के बदले had been का प्रयोग होना चाहिए और since के बदले for का। यदि since का प्रयोग वहाँ करना ही चाहिए तो last few days को हटाकर इसके बदले Point of Time (e.g. Monday, Tuesday etc.) का प्रयोग करें। इस वाक्य को देखिए जिसमें इस नियम का ध्यान किया गया है—

"The committee plan... has been in operation in London for two hundred years in support of Italian opera."

—G. B. SHAW

## (ii) Since : As a Conjunction

जब since का प्रयोग Conjunction की भाँति होता है तब (i) इसके पहले Present Perfect Tense रहना है, (ii) इसके पहले वेने समानार्थक हल्के का प्रयोग होता

है जिससे Period of Time (कितने समय से) का बोध होता है, Point of Time (कब से) का नहीं, और (iii) इसके बाद Past Indefinite Tense का प्रयोग होता है; जैसे—

*Seven years have passed since I came here.*

*Ten years have passed since my father died.*

आप देखते हैं कि since के पहले Present Perfect का प्रयोग हुआ है और seven years तथा ten years से Period of Time का बोध होता है। आप यह भी देखते हैं कि ये Clauses जो since से आरम्भ होते हैं—since I came और since my father died—इनमें Past Indefinite का प्रयोग हुआ है।

अब इन वाक्यों को देखें—

*Seven years passed since I came here.*

*Ten years have passed since my mother had died.*

यहाँ पहले वाक्य में since के पहले Period of Time का प्रयोग हो गया है, पर Present Perfect के बदले Past Indefinite का। अतः यह अशुद्ध है। दूसरे वाक्य में since के पहले Period of Time का प्रयोग हुआ है और Present Perfect का भी, पर इसके बाद Past Indefinite के बदले Past Perfect का, जो गलत है।

कुछ उदाहरण और लें—

*Twelve hours have passed since the patient had fallen asleep.*

*Eight years have passed since I had gone there.*

*It was a month since the examination has been started.*

*A year passed since his brother came.*

यहाँ पहले दोनों वाक्यों में since के पहले Period of Time का प्रयोग हुआ है और Present Perfect का भी, पर since के बाद Past Indefinite के बदले Past Perfect का प्रयोग कर दिया गया है, जो गलत है। यहाँ had fallen के पहले fell का तथा had gone के बदले went का प्रयोग होना चाहिए। तीसरे वाक्य में since के पहले Period of Time का प्रयोग हो किया गया है, पर is के बदले was का, जो गलत है। फिर, since के बाद Past Indefinite के बदले Present Perfect का प्रयोग हो गया है। यहाँ has been started के बदले सिर्फ started का प्रयोग होना चाहिए। चौथे वाक्य में since के पहले Present Perfect के बदले Past Indefinite का प्रयोग कर दिया गया है। यहाँ passed के बदले has passed होना चाहिए।

Note—यदि वाक्य में since के पहले Verb 'to be' का प्रयोग हो, तो 'is' का प्रयोग होता है, 'was' या 'has been' का नहीं; जैसे—*It is a week since his father died.* यहाँ 'was' या 'has been' का प्रयोग अशुद्ध होता।

अच्छे लेखक इन नियमों का ध्यान आदरभाव से करते हैं—

*"Every stitch of canvas has been on her since we broke ground at the mouth of the Mei-nam."*

—JOSEPH CONRAD

### (iii) Since : As an Adverb

अब since का प्रयोग Adverb की भाँति होता है तब (i) since वाले clause में Present Perfect Tense का प्रयोग होता है, और (ii) since का स्थान साधारणतया वाक्य के अन्त में रहता है। कभी-कभी since के पहले ever जोड़कर ever since का भी प्रयोग



इसके प्रयोग में कोई गलती हो होती है। हाँ, Conjunction और Preposition की तरह प्रयोग होने पर कुछ कठिन होती है। इस पर ध्यान दें।

### (i) Before : As a Conjunction

Principal Clause में Future Tense का व्यवहार होने पर भी before के बाद आने वाले Clause में Future Tense का प्रयोग नहीं होता; Future के बदले Present Tense का व्यवहार होना चाहिए।

The patient will die *before* the doctor comes.

यहाँ Principal Clause है—The patient will die. इसमें Future Tense का प्रयोग किया गया है, पर before के बाद आने वाले Clause (the doctor comes) में Present Tense का, Future का नहीं। हम ऐसा नहीं लिख सकते—

The patient will die *before* the doctor will come.

इसलिए ये वाक्य अशुद्ध हैं—

Look *before* you will leap.

The crops will die, *before* the rain will fall.

You will leave India *before* three months will pass.

इन सभी वाक्यों में before के बाद आने वाले Clauses में Present Tense का प्रयोग होना चाहिए।

### (ii) Before : As a Preposition

Preposition के समान प्रयोग करने पर before के बाद कोई ऐसा Noun आता है जो Point of Time का बोध कराता है, Period of Time का नहीं; जैसे—

He will not come back *before* Monday

He will come back *before* 5 o'clock.

यहाँ Monday तथा 5 o'clock से Point of Time का बोध होता है। इसलिए before का प्रयोग शुद्ध है। अब इन वाक्यों को देखें—

He will not come back *before* a week.

He will come back *before* an hour.

इन दोनों वाक्यों में before का प्रयोग अशुद्ध है, क्योंकि a week तथा an hour से Period of Time का बोध होता है, Point of Time का नहीं। यहाँ before के बदले within का प्रयोग होना चाहिए, क्योंकि within का प्रयोग Period of Time के लिए होता है, पर before का Point of Time के लिए। इसकी चर्चा Preposition के अध्याय में भी हुई है।

## EXERCISE

### Q. Correct the following sentences—

(a) I shall go before you will come. (b) I shall do this work before a fortnight. (c) You must return before five days. (d) I will finish this book before you will return from your tour

Hints—(a) before you come; (b) within a fortnight; (c) within five days, (d) before you return.

**Rule XII. 'Ago' and 'That'**

यदि ago के बाद कोई Clause आवे, तो उसे that से शुरू करना चाहिए, since से नहीं; जैसे—

It was twenty years ago that he died.

यहाँ that के बदले since का प्रयोग अधिक होता है। इसलिए यह वाक्य अधिक है—

It was twenty years ago since he died.

यदि वाक्य since का प्रयोग करना हो चाहें तो ago का प्रयोग नहीं करें। वहाँ का तात्पर्य यह है कि ago के बाद that का प्रयोग होता है, since का नहीं।

*"If ago is used, and the event to be dated is given by a clause it must be by one beginning with that and not since."* —FOWLER

**EXERCISE**

**Q. Correct the following sentences—**

(a) It was barely 50 years ago since it was introduced. (b) It was only twentyfive years ago since he left this job.

*Hints—Use 'ago that' in both the sentences.*

**Rule XIII. 'Before' and 'Ago'**

इन दोनों ही का अर्थ 'पहले' होता है, पर इनमें अन्तर यह है कि before का प्रयोग Past और Future दोनों ही Tense में होता है, पर ago का केवल Past Tense में।

इनमें दूसरा अन्तर यह है कि Period of Time का बोध कराने के लिए ago का प्रयोग होता है, पर Point of Time के लिए before का; जैसे—

The purdah system was common in India some twenty years ago.

इस वाक्य में ago के बदले before का प्रयोग अधिक होता, क्योंकि twenty years से Period of Time का बोध होता है, Point of Time का नहीं।

**EXERCISE**

**Q. Correct the following sentences—**

(a) Man is not as simple to-day as he was a hundred years before  
(b) Aeroplanes are common now but half a century before they were rarely seen  
(c) Reviews and newspapers are not as impartial and informative as they were ten years before. (d) Some days before I called on my friend.

*Hints—Use 'ago' instead of 'before'.*

**Rule XIV. Present Perfect and Adverb**

यदि वाक्य में Present Perfect Tense का प्रयोग हो, तो विली ऐसे Adverb का Adverbial Phrase का प्रयोग नहीं होना चाहिए जिसमें Past Tense का बोध

हो, जैसे—

*I have passed the examination last year.*

*He has died yesterday.*

*You have come back last evening.*

इन वाक्यों में क्रमशः *last year*, *yesterday* और *last evening* से Past Tense का बोध होता है। इसलिए यहाँ Present Perfect Tense के बदले Past Indefinite Tense का प्रयोग होना चाहिए। हमसे यह स्पष्ट है कि यदि वाक्य में किसी ऐसे Adverb या Adverbial Phrases का प्रयोग किया जाय जिससे Past Tense का बोध हो, तो वाक्य में Past Indefinite Tense का प्रयोग करना चाहिए, Present Perfect का नहीं।

## EXERCISE

Q. Correct the following sentences—

(a) He has come here the other day (b) I have joined this college only last year. (c) You have said so last evening

Hints—(a) He came . . . (b) I joined . . . ; (c) You said

### Rule XV. 'Yes' and 'No'

इनके प्रयोग में कभी-कभी भारी गलती हो जाती है, पर अगर आप इस नियम को समझ लें तो गलती होने का डर कभी भी नहीं रह सकता। यदि आप Affirmative sentence का प्रयोग करें तो उसके साथ *yes* आयेगा और यदि Negative sentence का प्रयोग करें, तो *no* जैसे—

*Are you well ?*

*Yes, I am well.*

*No, I am not well.*

यहाँ आप देखते हैं कि *I am well* के साथ *yes* आया है, क्योंकि यह वाक्य Affirmative है, पर *I am not well* के साथ *no* आया है, क्योंकि यह वाक्य Negative है। आप हम प्रकार के उत्तर नहीं दें—

*Yes, I am not well. No, I am well.*

यहाँ *yes* तथा *no* के प्रयोग अशुद्ध हैं, क्योंकि Affirmative sentence के साथ *no* और Negative के साथ *yes* आया है।

## EXERCISE

Q. Correct the following sentences—

(a) Have you finished your work ? No, I have finished (b) Is it not a good rule ? Yes, it is not a good rule

Hints—(a) yes, (b) no.

### Rule XVI. The Split Infinitive

हमको अभी विस्तारपूर्वक Syntax के अन्तर्गत में Position of Adverbs के Rule

humbly, slowly, bravely इत्यादि **Adverbs** के पहले with या दूसरे **Preposition** का प्रयोग नहीं हो सकता—

*With most humbly and respectfully I beg to state.*

*I am walking with slowly.*

*He fought with bravely.*

*You write with patiently and confidently.*

इन वाक्यों में with का प्रयोग सर्वथा अनुचित है। यदि आपको ऐसे वाक्यों में **Preposition** का प्रयोग करना ही हो, तो **Adverb** को **Noun** में बदल दें, जैसे—

*You write with patience and confidence.*

### EXERCISE

**Q. Correct the following sentences—**

(a) One must work with honestly and sincerely. (b) I read this book with thoroughly. (c) He taught me with clearly and affectionately.

*Hints—Don't use 'with'.*

### REFRESHER COURSE I

**Correct the following sentences—**

1. He had climbed to the top almost when a branch broke.
2. He only worked five sums.
3. I speak always the truth.
4. I enough well know about it
5. He only succeeded in scoring two goals.
6. I only like her when she smiles.
7. I did not find him nowhere.
8. He has not got no food.
9. He finished quicker than I expected
10. Firstly, it is too weak.
11. Is it not much surprising ?
12. It is nothing else than folly.
13. You seldom or ever come in time
14. She can't hardly do so
15. He will pay heavy for his folly
16. Is it not wise to always avoid bad men ?
17. He will pay dear for his misconduct.
18. He seldom or ever rises early
19. I never remember having seen you.
20. I like her too much.
21. Of course, he is a great man.
22. My son is too healthy.
23. I am quite sorry to receive this letter
24. He was very surprised.
25. Nothing happens by chance ever.

*Hints*— 1. almost to the top when; 2. only five sums, 3. always speak, 4. well enough; 5. only he; 6. only when, 7. anywhere, 8. any food, 9. finished more quickly; 10. First; 11. very; 12. nothing else but folly. 13. seldom or never; 14. can hardly do or can't do; 15. heavily; 16. always wise to avoid, 17. dearly; 18. seldom, or never, seldom if ever, 19. do not remember ever having seen you; 20. very much, 21. Certainly, he is, 22. very healthy, 23. very sorry, 24. much surprised, 25. ever happens by chance

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## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

- 1 I have read very often this book.
  - 2 He explained very clearly this rule.
  3. I am enough pleased with you.
  4. He only died a month ago
  5. It was very hotter yesterday than today
  6. I have received no letter, neither from father nor from mother
  - 7 I was too glad to hear this happy news
  - 8 I only eat when I feel hungry
  - 9 This man is much interesting.
  - 10 Although he has plenty of money, but he is unhappy.
  - 11 I wish to earnestly and emphatically advise you.
  12. I am living here since the last five years
  - 13 His mother is ill for the last one year
  14. Are you tired ? Yes, a few
  - 15 Is it quite all right ?
  - 16 He labours very hardly so that he may pass
- 

*"A large number of the formal restrictions and ancient 'thou shalt nots' of academic grammar are now completely outmoded".* —NORMAN LEWIS





## CONJUNCTIONS

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. Both he as well as she is here.
2. I can neither sit nor stand nor sleep.
3. He cannot read nor write anything.
4. I have no pen nor paper with me.
5. The poet says to his beloved that you should not cry when I am dead.
6. I will go home after the college will be closed.
7. I do not know that how you are these days.
8. The reason why he is poor is because he is idle.
9. I doubt that he will pass even this time.
10. You should act fearlessly like I do.
11. But, however, I excuse you this time.
12. He labours hard lest he will fail.
13. It appears as if a fresh trouble will come.
14. It seems as though I have lost my dearest object.
15. I request you to grant me leave, as I am ill.
16. I do not know that he is ill or not.
17. I wait here unless you come back.
18. I know that where he lives these days.
19. While I started, it began to rain.
20. Unless you do not labour hard, you can't pass.

# K E Y

(1) Both he and she are—Rule I. (2). Correct—Rule II. (3) o write—Rule III. (4) or paper—Rule III. (5) that she should not weep when he is dead—Rule V (d). (6) college is closed—Rule IV. (7) Know how you are . . . . . Rule V (e). (8) is that—Rule VI. (9) doubt whether—Rule VII (h). (10) like me or as I do—Rule IX. (11) But I excuse you this time, or However, I excuse you this time—Rule X. (12) he should—Rule XI. (13) would come—Rule XIV. (14) had lost—Rule XIV. (15) As I am ill, I request you to grant me leave—Rule VIII. (16) Whether he is ill or not—Rule VII (a). (17) until you come back—Rule XII. (18) I know where he lives these days—Rule V (e). (19) When I started—Rule XIII. (20) Unless you labour hard—Rule XII.

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## CONJUNCTIONS

Correlative Conjunctions का स्थान वाक्य में कहीं होना चाहिए और उन्हें उपयुक्त स्थान नहीं मिलने पर अर्थ और व्याकरण की क्या अशुद्धि हो जाती है, इन सभी बातों पर Syntax के अध्याय में Correlatives के अन्तर्गत विचार हो गया है। इस अध्याय में हमें उन Conjunctions पर विचार करना है जिनका प्रयोग विशेष रूप से होता है।

## Rule I. The Correct Correlatives

Neither के बाद nor आता है, or नहीं और either के बाद or आता है, nor नहीं। इसी प्रकार both के बाद and आता है, as well as नहीं और though के बाद yet आता है, but नहीं। Hardly और scarcely के बाद when या before आता है, than नहीं और no sooner के बाद than आता है, when नहीं, जैसे—

He is *neither* good *nor* bad.

It is *both* good *and* cheap.

*Hardly* had he left *when* his father came.

*No sooner* did the thief see the police *than* he ran away.

यहाँ neither के बाद nor आता है और both के बाद and फिर hardly के बाद when का प्रयोग हुआ है और no sooner के बाद than का। अतः ये वाक्य शुद्ध हैं। यदि यहाँ neither के बाद or आ जाता और both के बाद as well as, तो वाक्य अशुद्ध हो जाते। इसी प्रकार hardly के बाद than के आ जाने से और no sooner के बाद when के प्रयोग से वाक्य अशुद्ध हो जाते। इन छोटे से नियम को ध्यान में रखना कठिन नहीं, पर खोम सेना नहीं कर पाते—

*"Like the Persian noble of old I ask that I may neither command or obey."*

—EMERSON

*But I would suggest that the time has come when other methods should be evolved both for the benefit of labour as well as for the community at large."*

—JAWAHARLAL NEHRU : A. I. R., AUG. 5, '57

*"Which differs from that and who in being used both as an adjective as well as a noun."*

—H. SWEET

यहाँ पहले वाक्य में or के बदले nor का और दूसरे तथा तीसरे वाक्यों में as well as के बदले and का प्रयोग होना चाहिए।

Note—यह वाद रखें कि *not either* के बाद *or* आता है, *nor* नहीं, जैसे—  
That house is *not either* useful or beautiful. वहाँ *or* के बदले *nor* का प्रयोग  
अशुद्ध होता।

## EXERCISE

**Q. Correct the following sentences—**

(a) There was much agitation both in Dacca as well as in Karachi. (b) A thing cannot be both white as well as black at the same time. (c) No sooner had he reached the station when the train started. (d) Hardly had he left home than it began to rain. (e) He has neither a pen or a pencil. (f) Though he is poor, but he is happy. (g) Your pen is not either good nor cheap.

*Hints—*(a) and in Karachi; (b) and black, (c) than the train.....; (d) when it. ....; (e) nor a pencil, (f) yet; (g) or.

**Rule II. 'Either' and 'Either—or'; 'Neither' and 'Neither—nor'**

**Rule (a)—**Either और neither का प्रयोग Adjective और Pronoun दोनों ही प्रकार से होता है—

*Either* of the roads is long.

*Neither* of the roads is long.

*Either* road is long.

*Neither* road is long.

यहाँ पहले दो वाक्यों में *either* और *neither* का प्रयोग Pronoun की भाँति हुआ है और तीसरे तथा चौथे में Adjective की भाँति। काय जानते हैं कि जब इनका प्रयोग Pronoun या Adjective की भाँति होता है, तब ये केवल दो दो व्यक्तियों या वस्तुओं के साथ प्रयुक्त होते हैं, क्योंकि *either* का अर्थ होता है—one of the two और *neither* का—not one or the other.

**Rule (b)—**जब *either* के बाद *or* आ जाता है और *neither* के बाद *nor* (जैसे *either....or*, *neither....nor*), तो ये Adverb या Conjunction का काम करते हैं और इसलिए इन्हें Correlative भी कहा जाता है, क्योंकि इनके द्वारा एक ही श्रेणी के शब्दों को जोड़ा जाता है। ऐसी अवस्था में इनका प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के साथ भी होता है, केवल दो ही के लिए नहीं, अर्थात् ऐसी अवस्था में *either....or* तथा *neither. . . nor* के द्वारा दो से अधिक Nouns, Pronouns, Verbs या Adjectives को जोड़ा जा सकता है—

*"Either as a Conjunction, Adverb, or Correlative indicates that what immediately follows is the first of two or more alternatives—used before two or more co-ordinate words, phrases or clauses which are joined by or."*

—WEBSTER'S INTERNATIONAL DICTIONARY

*"Neither as a Conjunction or Adverb—Usually introducing the first of two or more co-ordinate words or clauses joined by nor."*

—WEBSTER'S INTERNATIONAL DICTIONARY

SHORTER OXFORD DICTIONARY में भी *either* और *neither* के क्रमशः ये अर्थ भी दिये गये हैं—

"Any one of more than two."

"None of more than two."

इस प्रकार यह स्पष्ट है कि *Conjunction* या *Adverb* की भांति प्रयुक्त होने पर *either...or* तथा *neither...nor* का प्रयोग दो से अधिक के लिए भी हो सकता है, और इसलिए *either* के बाद एक से अधिक *or* तथा *neither* के बाद एक से अधिक *nor* आ सकता है—*either...or...or...or; neither...nor...nor...nor*.

कुछ लोगों का मत है कि *Conjunction* या *Adverb* की भांति प्रयुक्त होने पर भी *either* और *neither* का प्रयोग केवल दो ही के लिए होना चाहिए, दो से अधिक के लिए कभी नहीं—

"The correct correlatives are 'either...or' and 'neither...nor.' Strictly speaking, we should not add another or or nor, since *either* and *neither* imply two and two only." —G. H. VALLINS : BETTER ENGLISH

मेरे विचार में Vallins साहब का यह मत मान्य नहीं, क्योंकि अंगरेजी की उच्चतम कोटि की Dictionary का भी मत उनके नहीं मिलता। जहाँ तक आधुनिक प्रयोग का प्रश्न है, वर तो Vallins के मत को निष्कूल हो नहीं मानना। अगर देखेंगे कि महान् लेखकों ने *either...or* तथा *neither...nor* का प्रयोग दो से अधिक वस्तुओं के साथ किया है और इसलिए उनके वाक्यों में *either* के बाद एक से अधिक *or* और *neither* के बाद एक से अधिक *nor* रहते हैं—

"There was, that is to say, nothing to distract him from his interests or to corrupt these interests; neither the ambitions of parents or wife, nor the standards of society, nor the temptations of success."

—T. S. ELIOT

"Either from the moralist's point of view, or from the theologian's point of view, or from the psychologist's point of view, or from that of the political philosopher, or judging by the ordinary standards of likeableness in human beings, Milton is unsatisfactory."

—T. S. ELIOT

"Which, as a matter of fact, are found neither in Shakespeare nor in the Authorised Version of the Bible, nor in the Poetical Works of Milton, Pope, Cowper and Shelley"

—JESPERSON

"Neither the brilliancy of Hazlitt, nor the harmony of De Quincey, nor the vigour of Macaulay, nor the eloquence of Ruskin, nor the purity of Goldsmith could for a moment be thought capable of expressing the meaning of Lamb."

—HUGH WALKER

इन वाक्यों में *either...or* तथा *neither...nor* का प्रयोग दो से अधिक व्यक्तियों या वस्तुओं के लिए हुआ है। Vallins साहब के मतानुसार ये सभी वाक्य भ्रष्ट हैं। वास्तव में उन्होंने तीसरे वाक्य को ले कर अपनी पुस्तक GOOD ENGLISH में इसका सम्मेलन भी किया है, जो उचित नहीं। व्याकरण के नियमानुसार भी वे और ऐसे वाक्य शुद्ध हैं, क्योंकि

अंगरेजी के सबसे महान् व्याकरणार्थ में स्पष्ट कहा है—

*"This restriction to two does not hold for the adverb (conj.)—Neither fish nor flesh nor fowl."* —FOWLER : MODERN ENGLISH USAGE

Fowler साहब के मतानुसार Neither fish nor flesh nor fowl शुद्ध है, क्योंकि यहाँ neither—nor का प्रयोग Adverb (या Conjunction) की भाँति हुआ है। यन्त्रिह बार वाक्य के आधारे पर Neither book, nor pen, nor paper आदि प्रकार के वाक्य शुद्ध हैं। यही प्रयोग में भी है। यदि Vallins साहब के मतानुसार हमें असुद्ध माना जाय, तो लेखकों के लिए बड़ी तटस्थ सम्झना व्यर्थ हो जायगी।

### Rule III. 'No/Not' and 'Or'

यदि वाक्य में no या not आये और उनके बाद पूरा Clause रहे तो no या not के बाद or का प्रयोग होना है, nor का नहीं, जैसे—

I have no pen or pencil.

He cannot laugh or weep.

इन वाक्यों में nor का प्रयोग प्रामुखिक व्याकरण के नियमानुसार असुद्ध होता, जैसा महान् व्याकरण में कहा है—

*"I cannot read nor write. I cannot read or write. The use of 'nor' in such sentences was formerly in fashion, and that of 'or' is now in fashion."*

—FOWLER : MODERN ENGLISH USAGE

वास्तव में no और not के बाद nor का प्रयोग Shakespeare और Chaucer के युग में होता था। आज का अच्छा शैलिक ऐसी वाक्या में or का प्रयोग करता है—

*"Mr. Whibley is not a critic of men or of books."* —T. S. ELIOT

इस वाक्य में or के बदले nor का प्रयोग नहीं हो सकता।

## EXERCISE

Q. Correct the following sentences—

(a) He cannot sit nor stand. (b) I do not sing nor dance. (c) He has no book nor paper. (d) He has no brother nor sister.

Hints—(a) or stand; (b) or dance; (c) or paper; (d) or sister.

### Rule IV. 'After' and the Tense

Before के समान ही after से आरम्भ होने वाले Clause में Present या Past Tense का प्रयोग होता है, Future Tense का नहीं, जैसे—

I shall go after he comes.

I went after he came.

यदि हम ऐसा लिखें—I shall go after he will come, तो यह असुद्ध होगा।

### Rule V. The use of 'That'

Rule (a)—That का प्रयोग सदा Indirect Narration में होता है, Direct में नहीं, जैसे—

He said that he would go.

इसलिए वह वाक्य अशुद्ध है—

He said that 'I shall go'

**Rule (b)**—That के बाद Imperative, Interrogative, Optative या Exclamatory sentences का प्रयोग घरी भूल है, जैसे—

(a) He said *that* bring a glass of water.

(b) I said *that* where does he live and how is he ?

(c) He said *that* how beautiful it was !

(d) I said *that* may you live long !

ये सभी वाक्य गलत हैं। इनको शुद्ध करने के दो तरीके हैं। पहला तरीका तो यह है कि *that* को हटा दें और उन Clauses (*that* के बाद आने वाले) को inverted commas के घेरे रख दें। दूसरा तरीका यह है कि *that* प्रत्येक को Narration के नियम के अनुसार Indirect Narration में बदल दें, जिसकी जगह Narration में विस्तारपूर्वक हुई है।

**Rule (c)**—Than का प्रयोग करने पर इसके बाद आने वाले Clauses के Tense पर ध्यान रखना चाहिए, क्योंकि किसी वाक्य में *that* के पहले आने वाले Clause में यदि Past Tense का प्रयोग हो, तो इसके बाद (*that* के बाद) आने वाले Clause में भी Past Tense का प्रयोग करना पड़ता है, जैसे—

He said *that* he would go.

यहाँ *will* का प्रयोग अशुद्ध होता है। इस नियम को Verb तथा Narration के मिल-जुलने में विस्तारपूर्वक समझाया गया है।

**Rule (d)**—That से शुरू होने वाले Clauses में Pronoun के प्रयोग में भी समझधानी की बड़ी आवश्यकता है, क्योंकि ऐसी अवस्था में, परीक्षा-मंचन में, *that* के बाद आने वाले 'I' से परीक्षार्थी (examinee) का बोध होता है और 'you' से परीक्षक (examiner) का। इसलिए Sohrab says to Rustum that *you* are *my* father का अर्थ यह है—सोहराब भूलम से कहता है कि तुम (examiner) मेरे (examinee के) पिता हो। यहाँ समझधानी के कारण वाक्य का अर्थ हो बदल गया है। इसका शुद्ध रूप यह होना चाहिए—

Sohrab says to Rustum that *he* is *his* (Sohrab's) father.

शुद्ध और उदाहरण लें—

The spider says to the bee that *I* am rich but *you* are poor.

The withered leaf says to the green leaf that *you* are foolish but *I* am wise.

The poet says to his beloved that *you* should not remember me after *my* death.

Anne says that *I* want to be the wife of a Governor.

इन सभी वाक्यों में अर्थ का जनर्प हो गया है, क्योंकि यहाँ I से परीक्षार्थी का बोध होता है, spider, withered leaf, poet का Anne का नहीं। इसी प्रकार वहाँ *you* से परीक्षक का बोध होता है, bee, green leaf का beloved का नहीं। इस प्रकार ऐसे वाक्य लिखकर परीक्षार्थी कभी भी अपने को गलती देने हैं और कभी परीक्षक को, इसलिए *that* के बाद (अर्थात् Indirect Narration में) जब *that* और *you* का प्रयोग करें, तो सतर्कता से



कहें, नहीं तो प्रायः सर्वदूर मूल के धर्मी रहते। इस लक्ष्मी को दूर करना बहुत ही असम्भव है।  
अब यह कभी Indirect Narration में जिसे और I का प्रयोग करें तो प्रायः वह प्रायः करने ही से दुष्ट—क्या मैं अपने विषय में जिस रहा हूँ? यदि प्रायः अपने विषय में जितना ही, तो I का प्रयोग करें और यदि अपने विषय में नहीं जितना ही, तो I के बजाये he, she, it इत्यादि का प्रयोग करें। इसी प्रकार जब you का प्रयोग करना चाहें तो यह प्रायः पूर्ण—क्या मुझे विश्व या अपने विश्व के विषय में जितना है? यदि प्रायः इनके विषय में नहीं जितना ही, तो you के बजाये धर्मानुसार he, she, it इत्यादि का प्रयोग करें।

**Note**—यह भी कि Direct Narration में Pronoun में जिस व्यक्ति का बोल होता है उसी व्यक्ति का बोल उस Pronoun से Indirect में नहीं होता, जैसे—  
Ram said, 'I shall go'.

Ram said to Shyam, 'You will go'.

यहाँ I से राम का बोल होता है you में श्याम का, पर Indirect Narration में इन Pronouns में दूसरे व्यक्ति का बोल होता है, जैसे—

Ram said that I should go.

यहाँ I से राम का नहीं, बल्कि लिखने वाले का बोल होता है। इसलिए that के बाद Pronoun का व्यवहार सावधानी से करें।

**Rule (e)**—यदि Interrogative Pronouns (who, which, what etc.) या Interrogative Adverbs (why, how, when, where, whether etc.) से कोई Clause शुरू हो और उसके बाद कोई Principal Clause नहीं आवे, तो Interrogative Pronouns या Interrogative Adverbs के पहले that का प्रयोग नहीं होता, जैसे—

I do not know how he is.

यहाँ how से एक Clause 'he is' शुरू होता है और इस Clause के बाद Principal Clause नहीं आया है। इसलिए how के पहले that का प्रयोग नहीं हुआ है। वही प्रकार इस वाक्य—I understand what you say—में what के पहले that का प्रयोग करना असुख होता, क्योंकि what you say के बाद Principal Clause नहीं आया है। एक उदाहरण और लें—

I do not know why he is absent.

इस वाक्य में why से एक Clause 'he is absent' शुरू होता है, पर इसके बाद कोई Principal Clause नहीं आया है। इसलिए why के पहले that का प्रयोग नहीं हुआ है। अब आप इन वाक्यों को देखें—

I know that when he will come.

I cannot say that where he is these days.

You do not follow that what I say.

इन वाक्यों में when, where तथा what के पहले that का प्रयोग नहीं होना चाहिए, क्योंकि इनके बाद आने वाले Clauses के बाद Principal Clause नहीं आया है।

**Note**—यदि इन Interrogative Pronouns या Interrogative Adverbs के बाद आने वाले Clauses के बाद Principal Clause आवे, तो इनके पहले that का प्रयोग होना चाहिए, जैसे—

I know that what you say is correct.

यहाँ what के बाद एक Clause 'you say' आया है और इसके बाद एक Principal Clause 'is correct', इसलिए what के पहले that का प्रयोग शुद्ध है। कुछ उदाहरण और लें—

I know *that* when he will come, he will bring money for me.

I can say *that* where he lives is known to me.

इन वाक्यों में when तथा where के पहले that का प्रयोग शुद्ध है, क्योंकि इनके बाद Principal Clauses आये हैं।

Rule (f)—Agree, assert, assume, aver, calculate, conceive, hold, learn, maintain, reckon, state और suggest,—इन Verbs के बाद that-Clause आने पर that को दिया देना अशुद्ध प्रयोग के अनुसार अच्छा नहीं समझा जाता है, जैसे—

I understand he will come to-day.

I assert it is right.

I maintain it is all wrong.

इन वाक्यों में understand, assert और maintain के बाद that का प्रयोग होना चाहिए।

Note—Believe, presume, suppose तथा think के बाद अशुद्ध प्रयोगानुसार that दिया रहता है, यद्यपि यह नहीं कहा जा सकता कि इन Verbs के बाद that का प्रयोग अशुद्ध होता है।

## EXERCISE

Q. Correct the following sentences—

(a) I do not know that how and where he is. (b) I said to my servant that bring a chair and a glass of water. (c) In this poem the poet says that O, my beloved, you will remember me in your old age. (d) The withered leaf says to the green leaf that you are inexperienced but I am experienced. (e) Louisa says to her father that you have ruined my life. (f) I do not follow that what he says. (g) He said that he will not return within a week. (h) I know that when he will come here. (i) I cannot explain that why I like him so much. (j) I agree it is a nice proposal.

Hints—(a) know how; (b) I asked or ordered my servant to bring; (c) says, "O—age" or says that she will remember him in her old age; (d) that she is—but he is; (e) that he has ruined her life or says to her father, "You—life"; (f) follow what; (g) he would; (h) know when; (i) explain why; (j) agree that it is—

Rule VI. 'The reason is'/'The reason why'

यदि वाक्य में the reason is या the reason why आवे, तो इसके बाद आने वाला Clause that से आरम्भ होता है, because या due to से नहीं, जैसे—

The reason is *that* he is ill.

The reason why he is absent is *that* he is ill.

इन वाक्यों में that के पहले because या due to का प्रयोग अनुचित होता, क्योंकि

नियम है—

*"After such openings as The reason is, The reason why, the clause containing the reason must not begin with 'because' but with 'that'."*

—FOWLER : MODERN ENGLISH USAGE

*"Grammar insists on 'that' following 'reason' never 'because'."*

—C. WHITAKER-WILSON

देखिए, इस छोटे नियम का उल्लंघन हम वाक्य में—

*"The reason why Denmark has been able to build up its trade and industries is due to the advantages of transport...."*

—THE EASTERN ECONOMIST : Feb. 8, '57

यह वाक्य काफ़ी बड़ा है। फिर भी इसको हम प्रकार सुधारा जा सकता है—*The reason why... is that it has the advantages of transport....*

### Rule VII. 'That' and 'Whether'

Rule (a)—That का प्रयोग होता है 'कि' पर whether का 'कि नहीं', 'क्या नहीं'। हमलिए whether के बाद or no या or not जाता है, लेकिन that के बाद वाक्य की बनावट इस प्रकार की नहीं हो सकती, जैसे—

*I do not know whether he will come or not.*

अब, इस वाक्य को देखें—

*I do not know that he will come or not.*

यहाँ that के बदले whether का प्रयोग होना चाहिए।

Rule (b)—That और whether के सम्बन्ध में एक और बात ध्यान देने योग्य है और वह यह है कि Affirmative sentence में doubt या doubtful के साथ whether का प्रयोग होता है, that का नहीं, जैसे—

*I doubt whether he will come or not.*

*Whether he will come or not is doubtful.*

यहाँ 'I doubt' और 'is doubtful' Affirmative है। इसलिए whether का प्रयोग हुआ है that का नहीं। यहाँ whether के बदले that का प्रयोग बग़ुज़ होता।

Note—यदि वाक्य Negative या Interrogative हो, तो doubt या doubtful के साथ that का प्रयोग ठीक माना जाता है, जैसे—

*I do not doubt that he will come.*

*It is not doubtful that he will come.*

*Is there any doubt that he will come ?*

*Is it doubtful that he will come ?*

इस सभी बातों में that का प्रयोग ठीक है, क्योंकि यहाँ दो वाक्य Negative हैं और अन्तिम दो Interrogative

### EXERCISE

Q. Correct the following sentences—

(a) That he has been so misled is doubtful. (b) It was generally doubted

that France would permit the use of her force. (c) It is extremely doubtful that he will succeed in this work.

*Hints*—(a) Whether he. ....; (b) whether France; (c) whether he

### Rule VIII. 'As' Clause and its Position

यदि वाक्य में कोई Clause 'as' से शुरू हो, जिसमें कोई कारण (cause) बतलाया जाय, तो वही as-Clause को वाक्य के आरम्भ में रखना चाहिए, और उसके बाद Principal Clause को; वरन् Principal Clause को और उसके बाद as-Clause को नहीं ब्रैकेट—

As I am ill, I request you to grant me leave.

यहाँ as-Clause कारण बतलाता है। इसलिए इसका वाक्य में पहले रखा गया है और उसके बाद Principal Clause—I request... leave को। यदि वह Principal Clause को पहले रखा जाता है और उसके बाद as-Clause का, तो शैली की दृष्टि से यह अच्छा नहीं समझा जाता। इस कारण से कहा गया है—

*"To casual or explanatory As-clauses if they are placed before the main sentence (As he only laughed at all my arguments, I gave it up) there is no objection. The reverse order (I gave it up, as he only laughed at all my arguments) is intolerable to anyone with a literary ear. All good writers instinctively avoid it, but being common in talk, it is much used in print also by those who have not yet learnt that composition is an art and that sentences require arrangement."*

—FOWLER'S MODERN ENGLISH USAGE

### Rule IX 'As', 'Like' and the Case

होमो हो या बड़े 'ब्रैकेट' का 'मसाला' होना है, पर ध्यान देना है कि 'as' Conjunction है, पर 'like' Adjective या Preposition को लड़क पड़ना होता है। इसलिए like के बाद Objective Case का प्रयोग होता है और as के बाद Nominative का, जैसे—

I am like him.

I am as good as he.

बाद में वाक्य नहीं लिख सकते—

I am like he

He is as good as me.

कारण यह मानकर मानकर होगा कि अग्रेष्ठ ब्रैकेटिज ब्राउडिंग मशीन से यह वाक्य लिखा था

*"Unfortunately few have observed like you have done."* DARWIN

इस वाक्य में like के बाद you को Nominative Case में रख दिया गया है, जो ब्राउडिंग मशीन में ब्रैकेटिज ब्राउडिंग का लक्षण है। इस वाक्य में you के बाद पूर्व ब्रैकेट होना चाहिए था like के बदले as का प्रयोग। अब इस वाक्य को देखें—

You should act like I do

यहाँ like me का as I do होना चाहिए।

**Note**—As के बाद आने वाला Noun या Pronoun Objective Case में रहता है, यदि वह वाक्य में किसी Transitive Verb या Preposition का Object हो, जैसे—

You love her as much as *me*.

इससे यह स्पष्ट है कि यदि वाक्य में न Transitive Verb हो और न Preposition तो as के बाद सदा Nominative Case का प्रयोग होगा।

## EXERCISE

**Q. Correct the following sentences—**

(a) Keep your body upright like I do. (b) Young Brian appeared for a few minutes in the part of Juliet just like boys did in Shakespeare's own time. (c) You are as dear to me as him.

**Hints**—(a) as I do, (b) as boys did; (c) as he.

### Rule X. However and But

However के सम्बन्ध में यहाँ इल्ला हा कहना है कि इसके पहले but का प्रयोग (but however) नहीं होता; चाहे but का प्रयोग करें या however का, पर दोनों को एक साथ मिलाकर नहीं। इसलिए ये वाक्य अशुद्ध हैं—

But that, however, is not hard.

But one thing, however, has not changed.

यहाँ but और however में से किसी एक ही का प्रयोग होना चाहिए।

### Rule XI. 'Lest' and the Verb

Lest का अर्थ होता है 'जिससे कि नहीं' और इसके बाद सदा should का प्रयोग होता है—

"The idiomatic construction after 'lest' is 'should'. Instead of 'should' good writers rarely use 'shall', 'may' and 'ought'." —FOWLER

उदाहरण—He laboured hard, lest he should fail.

यहाँ should के बदले will, shall, may या might का प्रयोग अशुद्ध होता।

### Rule XII. Until and Unless

**Rule (a)**—Until का अर्थ होता है 'जब तक नहीं' और इससे समय (time) का बोध होता है। Unless का अर्थ होता है 'अगर नहीं' और इससे केवल एक शर्त (condition) का बोध होता है; इसलिए condition के अर्थ में until का और time के अर्थ में unless का प्रयोग नहीं होना चाहिए। देखिए इन वाक्यों को—

I will wait here unless you come back.

You cannot succeed until you labour hard.

यहाँ पहले वाक्य में unless के बदले until का प्रयोग होना चाहिए और दूसरे में until के बदले unless का।

**Rule (b)**—'Until' और 'unless' Negative हैं। इसलिए Negative sense

का बोध कराने के लिए इनके साथ not का प्रयोग नहीं होता है, जैसे—

*Unless you do not labour hard, you cannot pass.*

*I will wait here until you do not come back.*

इन वाक्यों में do not का प्रयोग अनुचित है।

### Rule XIII. While and When

When का प्रयोग तब होता है, जब एक काम समाप्त होता है और दूसरा काम आरम्भ होता है, पर जब एक काम के चालू रहने पर ही दूसरा काम आरम्भ होता है या दो काम एक ही साथ चालू रहते हैं, तब while का प्रयोग होता है। इसलिए while के बदले when और when के बदले while का प्रयोग कष्ट है—

*While I awoke, I saw a snake.*

*When it was raining, I started for home.*

यहाँ पहले वाक्य में when का प्रयोग होना चाहिए और दूसरे में while का।

### Rule XIV. 'As if/As though' and the Tense

इन दोनों ही का एक ही अर्थ होता है और वह है 'मानो'। इनके संबंध में मान यह नहीं भूलें कि इनके बाद सदा Past Tense का प्रयोग होता है, Present या Future का कभी नहीं—

*"These should invariably be followed by a past conditional, and not by a present form ('would' not 'will', 'could' not 'can', 'did' not 'does', 'was' or 'were' not 'is', 'had gone' not 'has' 'knew' not 'knows')."*

—FOWLER

जब इन वाक्यों को देखें—

*It looks as if a new lot of men have sprung up who will require their share of the public plunder.*

*To the observer it seems as if, there has been some lack of stage-management.*

यहाँ पहले वाक्य में as if के बाद have के बदले had का और फिर will के बदले would का प्रयोग होना चाहिए। दूसरे वाक्य में भी has के बदले had का व्यवहार होना चाहिए।

इतने महत्वपूर्ण नियम का उल्लंघन कुछ लोगों ने बड़े ही निरापराध भाव से किया है—

*"And now he is gone indeed; and it seems as though a part, and that a very happy part of life has gone with him."* —A. G. GARDINER

इस वाक्य में as though के बाद had gone का प्रयोग होना चाहिए। सावधानी से लिखने पर लोग इस नियम का उल्लंघन नहीं करते—

*"You have been promised a text-book, and I perhaps ramble on as if we had been taken outdoors to study botany...."* —EZRA POUND

*"Do you know I feel as though I were split in two ?"*

—DOSTOEVSKY

*"I do not want to give the impression that I regard his earlier and"*

his later work almost as if they had been written by two different men."

—T. S. ELIOT

"Act as if you were already happy, and that will tend to make you happy."

—DALE CARNEGIE

एन सभी वाक्यों में as if और as though के बाद Past Tense का प्रयोग हो ही सतर्कता तथा बुद्धिमत्ता से हुआ है। मत की देगा ही करें।

## EXERCISE

*Q. Correct the following sentences—*

(a) He behaves as if he is my master. (b) He pretends to read a book as if he does not know anything about the matter (c) It appears as if a fresh calamity will come. (d) But, however, I excuse you this time. (e) He labours hard, lest he will fail

*Hints—*(a) he were; (b) he did not; (c) would come; (d) But excuse..... or However, I ... ..; (e) should fail

## REFRESHER COURSE I

*Correct the following sentences—*

- Several things have happened since I have joined this college.
- He fled for life lest he might be arrested.
- I shall not go except you permit me.
- He boasts like his father does.
- Directly the meeting commenced, a censure motion was moved.
- Such dresses are seldom or ever used here.
- He gave no more than he could help.
- Scarcely had he slept than a thief broke into the house.
- No sooner had he left but it started raining.
- I do not know that how is he ?
- He is not only famous for his wealth but also for wisdom.
- She sang when he played.
- I am as rich or even richer than him.
- Are you wiser than her ?
- He not only reads English but also science.
- He is richer but not so popular.
- It is very much like I expected.
- I would neither help or harm.
- I am not sure whether she likes me or no.
- Do like he does.
- No change took place since he has died.
- Why do you not either read nor write ?
- Fools are both found in Asia and Europe.
- Did he only die yesterday ?
- Does he not look as if he is a ghost ?
- I cannot read nor write .
- I have received no help, neither from her nor from him.

*Hints*—(1) I joined; (2) he should be; (3) unless you; (4) like his father or as his father does; (5) as soon as the meeting, (6) seldom or never; (7) than he could not help, (8) when a thief; (9) than it; (10) do not know how he is (not, as to how); (11) famous not only for his wealth; (12) while he; (13) as rich as or even richer than he; (14) than she; (15) reads not only English; (16) richer than .. as I, (17) as I expected, (18) nor harm; (19) or not, (20) like him or as he does; (21) has taken place since he died, (22) or write; (23) are found in both Asia and Europe or are found both in Asia and in Europe, (24) only yesterday, (25) he were; (26) or write; (27) either from her or from him

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. Until you remain idle, you will not pass.
  2. No sooner he had died, but his sons quarrelled.
  3. It has been now a year since he had left.
  4. The crops will die before the rains will fall
  5. Scarcely he had returned before his wife was taken ill.
  6. Not only he was injured but ruined.
  7. He rose early, lest he might not be late.
  8. It was a week since the holidays had begun
  9. I am not a liar like you are.
  10. Sports are not only good for the body but also for the mind.
  11. He behaves as if he is a child.
  12. Let me know that whether you will return or not.
  13. Tell me that how much the book cost you
  14. Both the teacher as well as the student was there.
  15. Unless you are not careful you will fall into trouble.
  16. Seven years passed since I have come here.
  17. She told me that I will help you.
-





## NOUNS

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. The second five-years plan is too ambitious.
2. The gentries of the town have been invited.
3. The cattle is sold away.
4. Many furnitures and machineries have been purchased.
5. In his poetries Wordsworth has described lovely sceneries.
6. His mathematics are weak.
7. I am an examiner of the Patna and Bihar University.
8. The price of the book is three and a half rupees
9. I went to J. M. Dent's & Son's.
10. I have read Keats and Shelley's poems.
11. The barber's is too full of customers.
12. My means is much reduced.
13. The clergies and the nobilities have no respect to-day.
14. We cannot live without airs.
15. My little children are learning alphabets.
16. How many issues have you ?
17. This table is made of woods.
18. The Fox Sisters were good media.
19. I like the literature of the 16th and the 17th centuries.
20. The poors and the sick deserve help.

# K E Y

(1) five-year—Rule I. (2) gentry—Rule II. (3) correct—Rule II (a). (4) items or articles of furniture and machinery—Rule V. (5) In his poetry . . . scenery—Rule V. (6) correct—Rule X. (7) Universities—Rule XV. (8) three rupees and a half—Rule XVI. (9) Dent and Sons—Rule XX. (10) Keats's—Rule XX. (11) barber's shop—Rule XX. (12) are much reduced—Rule—IV Note (b). (13) clergy and nobility—Rule II. (14) air—Rule VII. (15) alphabet—Rule VII. (16) issue—Rule VII. (17) wood—Rule VII. (18) mediums—Rule XII Note. (19) century—Rule XVI. (20) the poor and the sick—Rule XVIII.

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## CHAPTER VI

### NOUNS

यदि Noun वाक्य का कर्ता हो, तो इसके साथ Singular Verb आना चाहिए या Plural, इस पर विचार Syntax के अध्याय में Agreement के अन्तर्गत हो चुका है। Position of Words के सम्बन्ध में हम लोगों ने यह भी विचार किया है कि यदि Noun Object का काम करे, तो वाक्य में उसका स्थान कहाँ होना चाहिए। अब इस अध्याय में हमें Nouns के अन्य प्रयोगों पर ध्यान देना है जिनको नहीं जानने से अशुद्धियाँ होती हैं।

#### Rule I. Numeral Adjective + Hyphen + Noun

यदि Numeral Adjective और Noun को Hyphen (-) के द्वारा मिलाकर एक Compound Word बनाया जाय, तो वह Noun (जो hyphen के बाद आता है) सदा singular रहता है, जैसे —

I have two five-rupee notes.

You have a ten-rupee note.

वहते वाक्य में Definite Numeral Adjective 'five' तथा 'rupee' को hyphen से जोड़कर एक शब्द (five-rupee) बनाया गया है। इसलिए Plural five के रहने पर भी Singular Noun rupee का प्रयोग हुआ है, rupees का नहीं। इसी प्रकार हमारे वाक्य में ten और rupee को मिलाकर एक शब्द बनाया गया है। इसलिए ten-rupee के बदले ten-rupees का प्रयोग नहीं हो सकता। अब यह ध्यान से देखें कि ऐसे वाक्य में hyphen रहने पर इसके बाद आने वाला Noun singular रहता है; पर hyphen नहीं रहने पर वह Noun plural हो जाता है; जैसे—

You have twenty rupees.

I have two ten-rupee notes.

It is three feet in length.

It is a three-foot rule.

It is fifty feet in width.

It is a fifty-foot tape.

There was an all-party conference.

इन वाक्यों Numeral Adjective और Noun के बीच hyphen के आने पर Nouns singular number में हैं। इनको plural कर देना अशुद्ध होगा।

अब इस वाक्य को देखें—

".....and the only money I ever hoarded was money that

## K E Y

(1) five-year—Rule I. (2) gentry—Rule II. (3) correct—Rule II (a). (4) items or articles of furniture and machinery—Rule V. (5) In his poetry . . . scenery—Rule V. (6) correct—Rule X. (7) Universities—Rule XV. (8) three rupees and a half—Rule XVI. (9) Dent and Sons—Rule XX. (10) Keats's—Rule XX. (11) barber's shop—Rule XX. (12) are much reduced—Rule—IV Note(b). (13) clergy and nobility—Rule II. (14) air—Rule VII. (15) alphabet—Rule VII. (16) issue—Rule VII. (17) wood—Rule VII. (18) mediums—Rule XII Note. (19) century—Rule XVI. (20) the poor and the sick—Rule XVIII.

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*I had no time to spend within the narrow compass of a twenty-four-hour day."*

—ROBERT LY

यहाँ hours के बदले hour का प्रयोग होना चाहिए।

## EXERCISE

*Q. Correct the following sentences—*

(a) He is a fifty-years old man. (b) It is a five-pounds weight. (c) It is seven-men committee. (d) There was a three-hours sitting. (e) The five-men committee had a two-hours conference this morning. (f) The Second Five-Year Plan is good. (g) India cannot accept the two-nations theory. (h) An all-party conference was held to consider the food problem. (i) There is two-ways traffic here.

*Hint—* (a) fifty-year; (b) five pound; (c) seven-man; (d) three-hour; (e) five-man ...two-hour...; (f) Five-Year; (g) two-nation; (h) all-party (i) two-way.

### Rule II. Nouns Singular in form but Plural in use

कुछ Nouns ऐसे हैं जिनका प्रयोग सदा plural अर्थ में होता है, यद्यपि देखने में singular माग्न होते हैं। इसलिए इनका प्रयोग singular में नहीं हो सकता और 's' या 'ies' लगाकर इन्हें plural नहीं बनाया जा सकता। ये Nouns हैं—

admiralty, cavalry; clergy, gentry, infantry, nobility, poultry, peasantry, yeomanry, children; जैसे—

*The clergy have always stood in the way of scientific progress.*

*The nobility have oppressed the peasantry in several ways.*

यदि clergy, nobility और peasantry को प्रत्यय: clergies, nobilities और peasantries बना देते, या इन Nouns का प्रयोग singular अर्थ में करते, तो वह बहुत बुरा समझा जाता।

**Note (a)—** Cattle, swine, vermin, mankind, police तथा public ऐसे हैं जो बच्चों में प्रयुक्त होते हैं। यद्यपि इनका रूप दोनों ही बच्चों में हो समान रहता है। इनमें 's' लगाकर इन्हें plural नहीं बनाया जाता। इसलिए plural अर्थ में cattle का cattles, police का polices और public का publics नहीं हो जाता।

**Note (b)—** इनके प्रयोग के साक्ष्य में कुछ लोगों के मन में एक प्रश्न है कि ये सदा plural अर्थ में हो प्रयुक्त होते हैं, singular में नहीं, पर वह ठीक नहीं। आज इन उदाहरणों को देखें—

*"The cattle is sold The cattle are in the hay."* —TOWLER

*"These swine are a nuisance He is a dirty swine."* —TOWLER

*"The British public was elated rather than dismayed."*

—H. G. WELLS

*"Mankind is collectively engaged under the guidance of fools and with the ingenuity of slaves in exterminating itself."*

—BERTRAND RUSSELL

"...at present mankind is demented." —H. G. WELLS

"These vermin are an incessant torment. Such a vermin as you."

—FOWLER

इन उदाहरणों से यह स्पष्ट है कि इनका प्रयोग दोनों ही बचनों में होता है।

Note (c)—People का प्रयोग 'आदमी' के अर्थ में सदा plural number में होता है, पर 'राष्ट्र' के अर्थ में singular, क्योंकि ऐसी हालत में इसके पहले a का प्रयोग होता है, जैसे—a people, 'राष्ट्र' के अर्थ में people का plural हो जाता है peoples, पर 'आदमी' के अर्थ में people को peoples करना भूल है।

## EXERCISE

Q. Correct the following sentences—

(a) The peoples of India are marching ahead (b) The people of Russia is hard-working (c) The gentry of the town has assembled here (d) Our peasantry is very poor. (e) These cattles are mine. (f) The infantries were ordered to march on. (g) Childrens are playing.

Hints—(a) people; (b) are; (c) have; (d) are; (e) cattle; (f) infantry, (g) children.

### Rule III. Nouns Plural in form but Singular in use

कुछ Nouns ऐसे हैं जिनके अन्त में 's' रहता है, और इसलिए वे plural मान्य होते हैं, पर वास्तव में वे singular हैं, यथा—

News, gallows और summons. उदाहरण—

This news *is* bad.

A summons *has* been issued.

अतः ये वाक्य अशुद्ध हैं—

The news *have* spread quickly.

Summons *have* not yet been served on him.

Note (a)—कुछ लोग news को दोनों ही बचनों में प्रयोग कर देने हैं जो प्राथमिक प्रयोग के विरुद्ध है—

"The number varied (The news *is* bad, *are* bad) for more than two centuries, but has now settled down permanently as singular"

—FOWLER

### Rule IV. The true Plurals

कुछ Nouns ऐसे हैं जिनके अन्त में 's' रहता है। वे देखने में ही नहीं, वास्तव में भी plural हैं। वे ये हैं—

aborigines, alms, annals, ashes, bellows, billiards, bowels, breeches, caves drawers, fetters, measles, proceeds, proceedings, riches, thanks, tidings, trousers, vegetables, scissors, shears, spectacles and tongs.

आप 's' हटाकर इनका प्रयोग singular अर्थ में नहीं करें।



Note (a) - Income tax is not deductible if the taxpayer is not a resident of the United States.

"The plural 'innings' is colloquial only. 'Innings' (original plural) being used for either number - an innings, or several innings."

တစ်ခုတည်း (single) ခုသာ အသုံးပြုနိုင်ပြီး *it always used in singular* ခုသာ အသုံးပြုရမည်။

Note (b) Africa and Asia are not part of the world (Africa/Asia are not part of the world)

<sup>11</sup> "This is now also the case with the regular."

[illegible]

"In the sense 'income' etc. 'means' always takes a Plural Verb. My means were (never) was) much reduced. In the sense 'way to a end' etc. a means takes a Singular Verb, 'means' can be treated as either Singular or Plural. all means (Pl), every means (Sngl)."

यह विचार है कि क्या वाक्यांश 'समस्त' के अर्थानुसार यदि means का 'सामान्य' है, तो उसे plural में व्यवहार करें, या यदि means के वरने अ वा every का प्रयोग हो (a means, every means) तो उसे सूत्र singular करें। यदि means के वरने अ वा every का प्रयोग नहीं हो, तो वाक्यांश प्रयोग 'सर्व' के अर्थ में वाक्य singular का plural प्रयोग करें वर गवने है -

"The means do not or does not justify the end. The end is good but the means are, or is bad."

## EXERCISE

**Q. Correct the following sentences—**

(a) My means is small. (b) The house was reduced to an ashes. (c) Thanks is due to him. (d) Where is your spectacles? (e) His bowel is loose to-day. (f) Riches has wings. (g) I like vegetable. (h) The job is in fettle. (i) Shear has been purchased for my garden. (j) He is suffering from measles.

*Hints*—(a) are; (b) so ashes, (c) are; (d) are; (e) bowels are; (f) have; (g) vegetables; (h) fetters, (i) shears have been, (j) measles.

### Rule V. Nouns that are always Singular

कुछ Nouns ऐसे हैं जिनका plural कभी होता ही नहीं है। हमलिए 'S' या 'ies' लगाकर उन्हें plural बनाया अशुभकर भूल है। ये Nouns हैं—

poetry, scenery, machinery, furniture, dirt, dust, luggage, baggage, wastage, breakage, percentage, traffic, rubbish, polish, electricity, nuisance इत्यादि ।

इसलिए ये वाक्य असत्य है—

Wordsworth's *poetries* are liked by all.

I have seen lovely sceneries in Kashmir.

These *machineries* are costly.

I have many *furnitures* in my drawing-room.

There are heavy *traffics* on this road.

All his *luggages* were stolen away.

Note—यदि ऐसे Nouns का plural सर्व में बोध कराता हो, तो इनके पहले items of, articles of, pieces या kinds of इत्यादि प्रकार के उपयुक्त expressions का प्रयोग करें, जैसे—

I have many *items* of furniture.

### Rule VI. Noun and the Article

Proper, Material तथा Abstract Nouns के सम्बन्ध में यह ध्यान रखना चाहिए कि इनके साथ Article का प्रयोग नहीं होता और इनका plural भी नहीं होता, क्योंकि ये सदा singular रहते हैं, जैसे—

Shakespeare is a great poet

I require milk.

He reads poetry.

इन वाक्यों में Shakespeare, milk और poetry इत्येक Proper, Material तथा Abstract Nouns हैं। इसलिए इनके साथ Article का प्रयोग करना या इनका plural बनाना बग़ल होता। इन वाक्यों को देखें—

The Ram is a good boy.

He loves golds.

A kindness is a noble thing.

We eat rices and milks and take waters.

यहाँ पहले वाक्य में Proper Noun 'Ram' के पहले Article का प्रयोग हुआ है। दूसरे वाक्य में Material Noun 'gold' को plural बना दिया गया है। तीसरे वाक्य में Abstract Noun 'kindness' के पहले Article का प्रयोग कर दिया गया है और चौथे में Material Noun 'rich', 'milk' और 'water' को plural बना दिया गया है। ऐसा करना निरर्थक है किन्तु है।

Note—यदि Proper, Material और Abstract Nouns का प्रयोग Common Noun की भाँति हो, तो इनके पहले Article का प्रयोग हो सकता है और इनका plural भी बनाया जा सकता है, पर बाद वाले कि दया करने पर सर्व बदल जाता है, जैसे—

She has great beauty.

She is a great beauty.

Justice has been done

He is a justice

पहले वाक्य में beauty का सर्व है 'सुन्दरता' या दूसरे में 'सुन्दर लड़की'। तीसरे वाक्य में justice का सर्व है 'न्याय' पर चौथे में 'न्यायाधीश'। इसीप्रकार सर्व की ध्यान में हम वा वा वाक्यांशों में Material, Proper और Abstract Nouns के पहले Article का प्रयोग करें, या उन्हें plural बनायें।

## EXERCISE

## Q Correct the following sentences :-

(a) Love are good things. (b) Justice has been done. (c) Childhood is better than manhood. (d) Every one feels the operation of hunger and thirst. (e) Poverty is a great handicap to man's life. (f) My favourite food is rice and fish. (g) It is a habit of dirt and dust. (h) Charities to women are treated to men are for no reason.

How to correct a good thing. (b) Justice has, (c) Childhood is, manhood, (d) hunger and thirst, (e) poverty is, (f) rice and fish (g) dirt and dust (h) Charities to women

Rule VII. Nouns having one meaning in singular but another in Plural)

इन Nouns में है एक ही plural बनाए गए हैं -

- abuse (अपमान) - abuses (अपमान),
- alphabet (अक्षर) - alphabets (अक्षर),
- advice (सलाह) - advices (सलाह),
- air (वायु) - airs (विशाल वायु),
- bee (मधुमक्खन) - bees (मधुमक्खन, मधुमक्खन),
- compass (मापक) - compasses (मापक),
- food (भोजन) - foods (भोजन),
- iron (लोहा) - irons (लोहा, लोहा),
- issue (समाचार) - issues (समाचार, समाचार),
- physic (चिकित्सा) - physics (चिकित्सा, चिकित्सा),
- return (वापस) - returns (वापस, वापस),
- vesper (सन्ध्या) - vespers (सन्ध्या के पूजा-सन्ध्या),
- sand (रेत) - sands (रेत-रेत),
- force (बल, ताकत) - forces (बल),
- manner (तरीका) - manners (तरीका),
- wood (लकड़ी) - woods (लकड़ी)।

तो इस प्रकार यह स्पष्ट है कि इनका plural सावधानी से बनाना चाहिए। जब इनके अर्थ समझ में और तब plural बनाये, नहीं तो भ्रम हो जा सकती है, जैसे—

Why do you give me so many *abuses* without any reason?

This gate is made of *irons*.

*Sands* are required for a house.

Buddha left his palace for the *goods* of men.

We cannot live without *airs*.

I shall see you on my *returns* from Calcutta.

I hit the ball with all my *forces*.

My little children are learning *alphabets*.

He has three *issues*.

आप इन वाक्यों में कमरा: *abuse, iron, sand, good, air, return, force, alphabet* तथा *issue* का प्रयोग करें, क्योंकि *plural* में प्रयोग करने पर यहाँ इनसे कोई अर्थ नहीं निकलता।

### Rule VIII. Nouns having same form in both Numbers

कुछ Nouns ऐसे हैं जो singular तथा plural में एक ही रूप में रहते हैं। वे हैं—

*sheep, deer, cattle, swine, salmon, yoke, brace, gross, stone, hundredweight, pice, police, public, means, innings, series and species.* इनमें 's' लगाकर आप इन्हें plural बनाने का प्रयत्न नहीं कर। इन वाक्यों को देखें—

*He has five sheep and seven deers. I have five pices.*

*You have three yokes of oxen and four braces of bird.*

इन वाक्यों में *sheeps, deers, pices, yokes* और *braces* के बदले ब्रह्मरा: *sheep, deer, pice, yoke* और *brace* का प्रयोग होना चाहिए।

### Rule IX. Numeral Adjective and the Noun

कुछ Nouns ऐसे हैं जो Definite Numeral Adjective के बाद जाने पर सदा singular रहते हैं, पर Indefinite Number (अनिश्चित संख्या) का बोध कराने पर plural बन सकते हैं, जैसे—

*pair, dozen, stone, hundred, thousand, score, gross, hundred-weight.*

*five dozen pens; six stone weight; three hundred rupees; four thousand rupees? two score; two pair of shoes.*

इन सभी Nouns के पहले Definite Numbers (निश्चित संख्यासूचक शब्द) आते हैं। इसलिए *five dozens, six stones, three hundreds, four thousands* इत्यादि तरह के प्रयोग असुद्ध हैं। हाँ, यदि इन शब्दों से अनिश्चित संख्या का बोध हो, तो इनका plural हो सकता है, जैसे—

*dozens of pens; hundreds of boys; scores of men; thousands of books; several pairs of shoes.*

यहाँ *dozen* के बदले *dozens* और *hundred* के बदले *hundreds* आदि का प्रयोग शुद्ध है, क्योंकि इनसे अनिश्चित संख्या का बोध होता है।

### EXERCISE

Q. Correct the following sentences—

- (a) I have three dozens pins (b) How many pair of shoes do you require ?  
(c) There are two thousands boys in our college. (d) I have three hundreds books.

Hints— (a) dozen; (b) pairs; (c) two thousand; (d) three hundred.

**Rule X. Nouns ending in 'ics'**

कुछ Nouns ऐसे हैं जिनके अन्त में 'ics' आता है, जैसे—

mathematics, politics, classics इत्यादि। ऐसे शब्दों के Number विषय में पढ़ें—

*"This is not so simple a matter as it is sometimes thought.... The rules that seem to emerge are (i) Singular for the name of a science strictly so used; (ii) Plural for those names more loosely used, or for a manifestation of qualities, often recognizable by the presence 'his,' 'the' etc.—His mathematics are weak. Such ethics are abominable. The acoustics of the hall are faulty. (iii) The presence of o Singular noun complement of the makes the verb singular—Mathematics, even Athletics, is his strong point."*

—FOWLE

फाउलर साहब का मत है कि इन शब्दों का (जिनके अन्त में 'ics' रहता है) प्रयोग singular में होना चाहिए, यदि इनसे किसी 'विषय के नाम' का बोध हो, जैसे—

Physics is taught even in schools to-day.

Mathematics requires practice

पर, इनका प्रयोग plural में होना चाहिए, यदि इनसे किसी विषय का बोध न होकर 'गुणों' (quality or property) का बोध हो, जैसे—

His mathematics are weak.

*"Most men's politics sit much too loosely about them."*

इन दोनों वाक्यों में mathematics और politics का प्रयोग plural में हुआ है, क्योंकि इनसे किसी विषय के नाम का बोध नहीं बल्कि क्रमशः mathematical qualities और political qualities का बोध होता है। अब इन वाक्यों को देखें—

Mathematics is his favourite subject.

Politics is an interesting subject.

इन वाक्यों में mathematics और politics से किसी विषय के नाम का बोध होता है। इसलिए इनका प्रयोग singular में हुआ है। अब देखें वाक्य जिसमें politics का प्रयोग political qualities के अर्थ में plural में हुआ है, जो शुद्ध है—

*"Politics are the outcome rather than the cause of social change."*

—G. M. TREVELYAN

इस वाक्य में politics का प्रयोग Political Science (जो एक विषय है) के अर्थ में नहीं हुआ है और इसका प्रयोग singular में नहीं हुआ है।

**EXERCISE**

**Q. Correct the following sentences—**

(a) Metaphysics are taught at the B. A. stage. (b) Classics are my favourite subject. (c) Physics deal with Heat, Light and Sound (d) Mathematics are difficult to learn

*Hints—* Use Singular Verbs in all the sentences.

### Rule XI. Plural of letters, figures and abbreviations

1. Nouns और Pronouns के अतिरिक्त अन्य शब्दों का plural साधारणतः नहीं होता। फिर भी किसी विशेष अर्थ में हम उनका plural 's लगाकर बना सकते हैं, जैसे—

if—if's; but—but's; shall—shall's; will—will's.

I do not like your if's and but's.

2. इसी प्रकार किसी Letter (क्षर) का plural 's लगा कर बनाया जाता है; जैसे—

p—p's; l—l's.

This word is full of p's and l's.

3. संख्या का plural 's लगा कर बनाया जाता है, यदि उसे अंक (figure) में लिखा जाय, अन्य में नहीं; जैसे—

5—5's; 10—10's

Your 5's are like 3's.

4. कुछ abbreviations (संक्षिप्त शब्द) का plural उनके पहले letter को दुहराने से बनता है; जैसे—

p—pp; l—ll.

यहाँ p का अर्थ है page और pp का अर्थ है pages. इसी प्रकार l से line का बोध होता है और ll से lines का।

5. कुछ abbreviations (संक्षिप्त शब्द) का plural s लगाने से बनता है, जब उनमें किसी व्यक्ति का बोध होता है; जैसे—

M.P.—M. P's; M. A.—M. A.'s; B. A.—B. A.'s

यहाँ M. P. का अर्थ है Member of Parliament, M. A. का Master of Arts और B. A. का Bachelor of Arts. इन शब्दों से किसी व्यक्ति का बोध होता है। यदि ऐसे शब्दों से degree (ग्राधि) का बोध हो तो उनका plural 's लगा कर बनाया जाता है; जैसे—

B. A.—B. A.'s (degree); M. A.—M. A.'s (degree)

6. Proper Nouns का plural तो साधारणतः नहीं होता है, पर किसी स्थान अर्थ में यदि उनका plural बनाना हो तो s लगा कर plural बनाया जा सकता है, जैसे—

Mary—Marys (not Maries); Henry—Henrys (not Henries)

There are several Marys and Henrys in this town.

*Correct the following sentences—*

These M. P.'s are honest Your 7s are like 9s. Most of the M. A.'s are unemployed.

### Rule XII. Latin Nouns ending in 'um'

Rule (a)—Latin के कुछ एक वचन शब्द ऐसे होते हैं जिनके अंत में um आता है।

उनका बहुवचन 'um' के बदले 'a' का प्रयोग करके बनाया जाता है, उसमें 's' लगाकर न जैसे—

agendum—agenda; addendum—addenda; datum—data;  
dictum—dicta; ovum—ova; erratum—errata; memorandum—  
memoranda; medium—media; stratum—strata.

Note (a)—प्राचिनिक अंगरेजी में agenda का प्रयोग singular और plural दोनों में होता है। agendum का प्रयोग अब प्रायः होता ही नहीं। इसलिए ये वाक्य लिखें—

The agenda has been drawn up. The agenda have been drawn up.

वाक्यकल लोग इस प्रकार नहीं लिखते—The agendum has been drawn up.

Note (b)—Medium का अर्थ जब means या agency होता है तब इसका plural 'media' होता है, पर आध्यात्मिक अर्थ (spiritualistic sense) में mediums, media नहीं।

*"In the spiritualistic sense, the plural is always mediums."*

—FOWLER

उदाहरण—The Fox Sisters of America were all mediums.

यहाँ mediums के बदले media का प्रयोग अनुचित होता।

Rule (b)—Latin के कुछ ऐसे शब्द हैं जिनके अन्त में 'um' आता है। उनका बहुवचन 'um' में 's' लगाकर बनाया जाता है, 'um' के बदले 'a' का प्रयोग करके नहीं, जैसे—

asylum—asylums; decorum—decorums; forum—forums;  
harmonium—harmoniums; museum—museums; nostrum—nostrums;  
pendulum—pendulums; petroleum—petroleums; pomatum—pomatums;  
premium—premiums; quorum—quorums.

## EXERCISE

Q. Correct the following sentences—

(a) Collect all the datas carefully in support of your dictas. (b) Can you test these stratas of the earth? (c) The pendula of these clocks are not in order. (d) What memorandums have been prepared? (e) Do you know the agendums of the meeting?

Hints—(a) data ..dicta; (b) strata; (c) pendulums; (d) memoranda; (e) agenda.

Rule XIII. Latin Nouns ending in 'us'

कुछ ऐसे Latin शब्द हैं जिनके अन्त में 'us' रहता है। उनका बहुवचन 'us' को 'i' में बदल देने से बनता है; जैसे—

alumnus—alumni; locus—loci; fungus—fungi; genius—genii; radius—radii; terminus—termini.

Note—Genius का बहुवचन 'प्रतिभाशाली व्यक्ति' के अर्थ में geniuses होता है, genii नहीं।

#### Rule XIV. Greek Nouns ending in 'is' or 'on'

Rule (a)—Greek के कुछ शब्द ऐसे हैं जिनके अन्त में 'is' रहता है। उनका बहुवचन 's' को 'es' में बदल देने से बनता है; जैसे—

analysis—analyses; basis—bases; crisis—crises; hypothesis—hypotheses; oasis—oases, parenthesis—parentheses; thesis—theses.

Rule (b)—कुछ ऐसे भी Greek शब्द हैं जिनके अन्त में 'on' रहता है। उनका बहुवचन 'on' को 'a' में बदलने से बनता है; जैसे—

criterion—criteria,

phenomenon—phenomena.

### EXERCISE

#### Q. Correct the following sentences—

(a) Our country is proud of great genu like Gandhi and Nehru. (b) Our country is facing many criseses. (c) Most of the thesises are worthless. (d) It is a wonderful phenomena. (e) What are the criterions of selection? (f) There are not many oasises in a desert. (g) Wonderful phenomenons have suddenly appeared.

Hints—(a) geniuses; (b) crises; (c) theses, (d) phenomenon; (e) criteria; (f) oases, (g) phenomena

#### Rule XV. Noun repeated after Preposition

यदि किसी Noun को Preposition के बाद दोहराया जाय तो वह Noun (जो Preposition के पहले और बाद में आता है) Singular Number में रहता है, जैसे—

City after city was destroyed.

Row upon row of delicate green is soothing to the eyes.

Ship after ship is sailing by.

One hour after another (hour) is passing.

इन वाक्यों में after और upon के पहले तथा बाद आने वाले Noun को singular number में रखा गया है, जो शुद्ध है। यदि ऐसा बिना जाता—

Cities after cities were destroyed.

Rows upon rows of delicate green are soothing to the eyes.

Ships after ships are sailing by.

Hours after hours are passing—तो ये वाक्य असुद्ध समझे जाते।

#### Rule XVI. Article, Adjective and Noun

यदि and से संयुक्त सभी Adjectives के लिए एक ही Noun का प्रयोग हो और केवल एक ही Adjective के पहले Article आवे, तो वह Noun plural number में



उनका बहुवचन 'um' के बदले 'a' का प्रयोग करके बनाया जाता है, उसमें 's' लगाकर न लेते—

agendum—agenda; addendum—addenda; datum—data;  
dictum—dicta; ovum—ova; erratum—errata; memorandum—  
memoranda; medium—media; stratum—strata.

Note (a)—प्राचिनिक अंगरेजी में agenda का प्रयोग singular और plural दोनों में होता है। agendum का प्रयोग अब प्रायः होता ही नहीं। इसलिए ये वाक्य लिखें—

The agenda has been drawn up. The agenda have been drawn up.

वाक्यकल लोग इस प्रकार नहीं लिखते—The agendum has been drawn up.

Note (b)—Medium का अर्थ अब means या agency होता है तब इसका plural 'media' होता है, पर आध्यात्मिक अर्थ (spiritualistic sense) में mediums, media नहीं।

"In the spiritualistic sense, the plural is always mediums."

—FOWLER

उदाहरण—The Fox Sisters of America were all mediums.

यहाँ mediums के बदले media का प्रयोग अनुचित होता।

Rule (b)—Latin के कुछ ऐसे शब्द हैं जिनके अन्त में 'um' आता है। उनका बहुवचन 'um' में 's' लगाकर बनाया जाता है, 'um' के बदले 'a' का प्रयोग करके नहीं। जैसे—

asylum—asylums; decorum—decorums; forum—forums;  
harmonium—harmoniums; museum—museums; nostrum—nostrums;  
pendulum—pendulums; petroleum—petroleums; pomatum—pomatums;  
premium—premiums; quorum—quorums.

## EXERCISE

Q. Correct the following sentences—

(a) Collect all the datas carefully in support of your dictas (b) Can you test these stratas of the earth? (c) The pendula of these clocks are not in order (d) What memorandums have been prepared? (e) Do you know the agendums of the meeting?

Hints—(a) data ...dicta; (b) strata; (c) pendulums; (d) memoranda; (e) agenda.

Rule XIII. Latin Nouns ending in 'us'

कुछ ऐसे Latin शब्द हैं जिनके अन्त में 'us' रहता है। उनका बहुवचन 'us' को 'i' में बदल देने से बनता है; जैसे—

alumnus—alumni; locus—loci; fungus—fungi; genius—genii;  
radius—radii; terminus—termini.

Note—Genius का बहुवचन 'प्रतिपाद्यता व्यक्ति' के अर्थ में geniuses होता है, genii नहीं।

#### Rule XIV. Greek Nouns ending in 'is' or 'on'

Rule (a)—Greek के कुछ शब्द ऐसे हैं जिनके अन्त में 'is' रहता है। उनका बहुवचन 's' को 'es' में बदल देने से बनता है; जैसे—

analysis—analyses; basis—bases; crisis—crises; hypothesis—hypotheses; oasis—oases; parenthesis—parentheses; thesis—theses.

Rule (b)—कुछ ऐसे भी Greek शब्द हैं जिनके अन्त में 'on' रहता है। उनका बहुवचन 'on' को 'a' में बदलने से बनता है; जैसे—

criterion—criteria;

phenomenon—phenomena.

### EXERCISE

#### Q. Correct the following sentences—

(a) Our country is proud of great geni like Gandhi and Nehru. (b) Our country is facing many crises. (c) Most of the theses are worthless. (d) It is a wonderful phenomena. (e) What are the criterions of selection? (f) There are not many oasises in a desert. (g) Wonderful phenomenons have suddenly appeared.

Hints—(a) geniuses; (b) crises, (c) theses, (d) phenomenon; (e) criteria, (f) oases; (g) phenomena.

#### Rule XV. Noun repeated after Preposition

यदि किसी Noun को Preposition के बाद दहराया जाय तो वह Noun (जो Preposition के पहले और बाद में आता है) Singular Number में रहता है; जैसे—

City after city was destroyed.

Row upon row of delicate green is soothing to the eyes.

Ship after ship is sailing by.

One hour after another (hour) is passing.

इन वाक्यों में after और upon के पहले तथा बाद आने वाले Noun को singular number में रखा गया है, जो शुद्ध है। यदि ऐसा लिखा जाता—

Cities after cities were destroyed.

Rows upon rows of delicate green are soothing to the eyes.

Ships after ships are sailing by.

Hours after hours are passing—तो ये वाक्य अशुद्ध समझे जाते।

#### Rule XVI. Article, Adjective and Noun

यदि and से संयुक्त सभी Adjectives के लिए एक ही Noun का प्रयोग हो और केवल एक ही Adjective के पहले Article आये, तो वह Noun plural number में

रहता है, पर यदि शब्द Adjective के पहले Article का प्रयोग हो, तो वह Noun singular number में रहता है, जैसे—

I am an examiner of *the Patna and Bihar Universities*.

I am an examiner of *the Patna and the Bihar University*.

यहाँ Patna और Bihar का प्रयोग Adjective की शक्ति हुआ है जो and से संयुक्त है। पहले वाक्य में एक ही Adjective (Patna) के पहले Article लगा है। इसलिए वह Plural Noun (Universities) का प्रयोग हुआ है। दूसरे वाक्य में इन दोनों ही Adjectives Patna और Bihar के पहले Article लगा। इसलिए यहाँ Noun (University) singular है। यदि पहले वाक्य में Singular Noun का प्रयोग हो जाता और दूसरे में Plural का, तो वह असंगत हो जाता। इसका चर्चा Numeral Adjective के Rule II के प्रयोग में भी हुई है।

## EXERCISE

Q. *Correct the following sentences—*

- (a) The Chancellor of the Patna and Bihar University came to our college.  
 (b) The Chancellor of the Patna and the Bihar Universities came to our college.  
 (c) I very much like the literature of the 16th and the 17th centuries.

*Hints—(a) universities; (b) university; (c) century.*

### Rule XVII. Numeral Adjective, Fraction and the Noun

यदि Cardinal Numeral Adjective के बाद 'a half' या 'a quarter' आये, तो Noun को (Numeral Adjective के Number को ध्यान में रखकर) Cardinal के बाद रखें और उस Noun के बाद 'a half' या 'a quarter' को, जैसे—

I have *one rupee and a half*

You have *two rupees and a half*.

इन वाक्यों में Cardinals क्रमशः one और two का प्रयोग हुआ है, जिनमें 'one' singular है और 'two' plural इसलिए पहले वाक्य में one के बाद rupee लगा है और rupee के बाद 'a half'। दूसरे वाक्य में Plural Noun 'rupees' को Cardinal के बाद रखा गया है और rupees के बाद 'a half' को। अब इन वाक्यों को देखें—

I have *one and a half rupees*.

You have *two and a half rupees*.

ये असंगत हैं क्योंकि यहाँ Noun को Cardinal के बाद रखने के बदले 'a half' के बाद रख दिया गया है। कुछ उदाहरण और लें—

I gave him *three and a quarter mangoes*.

The meeting was held for *two and a half hours*.

इन वाक्यों में भी Noun को क्रमशः 'a quarter' तथा 'a half' के बाद रखा गया है जो शुद्ध नहीं। उन्हें Cardinal के बाद रखना चाहिए, जैसे—

I gave him *three mangoes and a quarter*.

The meeting was held for *two hours and a half*.

इसलिए इस नियम के अनुसार यह वाक्य सगुड़ है—

"...between 1801 and 1831 the inhabitants of England, Wales and Scotland rose from eleven to sixteen and a half millions."

—G. M. TREVELYAN

यहाँ sixteen and a half millions के बदले sixteen millions and a half होना चाहिए।

Note—यदि Cardinal Adjective तथा Fraction (a half या a quarter) को and से जोड़कर इसका प्रयोग गुणा करने (multiply) के अर्थ में हो, तो वह Noun plural number में 'a half' या 'a quarter' के बाद आता है, Cardinal Adjective के बाद नहीं, जैसे—

*One and a half times.*

*Two and a half times.*

इस ऐसा नहीं लिख सकते—

*One time and a half.*

*Two times and a half.*

## EXERCISE

Q. Correct the following sentences—

(a) The length of this table is one and half feet (b) This pen has cost me seven and a quarter rupees. (c) The Britishers ruled India for two and a half centuries (d) It is three times and a half as large as that.

Hints—(a) one foot and a half, (b) seven rupees and a quarter, (c) two centuries and a half; (d) three and a half times as large as that.

## Rule XVIII. Adjectives used as Plural Nouns

यदि Adjective का प्रयोग Plural Noun को भाँति हो, तो उसके पड़ते the आता है। इसलिए 's' या 'es' लगाकर उसे plural बनाया जाकर भूल है, जैसे—

*The poor and the sick were helped.*

*The poors and the sicks were helped.*

यहाँ पहला वाक्य सगुड़ है, पर दूसरा सगुड़, क्योंकि poor और sick जो Adjectives हैं उनका plural 's' लगाकर बनाया गया है।

## EXERCISE

Q. Correct the following sentences—

(a) The lames and the blinds deserve our sympathy. (b) Neither the poors nor the riches can escape death. (c) The sicks are not properly looked after in hospitals.

Hints—(a) The lame and the blind; (b) the poor. ..the rich; (c) the sick.

## Rule XIX. Nouns and their Gender

Rule (a)—जिस Noun को एक बार masculine या feminine या neuter

माना गया, उसका वही gender धारण से अलग तक रहना चाहिए। उनको सदा Masculine Gender में और उसके बाद Feminine और फिर दूरत ही Neuter मानने करना सर्वद्वय मूल है। यदि आप spider को Masculine Gender मानते हैं इसके लिए he, his, और him का प्रयोग होना चाहिए, it, she, its और her का नहीं, इन वाक्यों में ऐसा करने से Noun के gender के साथ चिन्ता छिड़वाइ दिया है—

*"It is not only in regard to India that Denmark has been able to increase its foreign trade; with western countries, too, she has increased her foreign trade considerably."*

—THE EASTERN ECONOMIST : Feb. 8,

यहाँ Denmark को एक बार neuter माना गया है और इसलिए its का प्रयोग हुआ है, पर दूरत हो सबसे feminine मानकर इसके लिए she और her का प्रयोग किया गया है। ऐसा 'sex-change' यही मूल है। अतः हमने बतलें।

**Rule (b)—Common Gender के Nouns** (cook, clerk, child, doctor, friend, public, student, teacher, reader, writer इत्यादि) के लिए Masculine Gender के Pronoun का प्रयोग होता है, क्योंकि प्रयोगों में Common Gender का Pronoun होता ही नहीं। देखो उदाहरण में Masculine Gender से ही Feminine का बोध हो जाता है: जैसे—

A teacher should fight for *his* rights but *he* must not neglect *his* duties.

A student has *his* duties not only towards *his* parents but also towards *his* teachers.

यह शब्द हैं teacher और student के लिए (जो Common Gender के Nouns हैं) Masculine Gender के Pronoun (he, his) का प्रयोग हुआ है। यह Neuter या Feminine Gender का प्रयोग बहुत ही कम है।

**Note (a)—यदि Common Gender के Nouns के पहले girl, woman, or female आते हैं तो प्रयोग ऐसे होते हैं—**

girl friend, girl students, woman student, female child, female teacher, female doctor इत्यादि

ऐसे शब्दों में Common Gender के Pronoun का प्रयोग होता चाहिए।

**Note (b)—देखें Nouns (Common Gender के Nouns) के पहले lady का प्रयोग करते हैं तो Feminine समझा और वही अपना, क्योंकि lady से तो social position का बोध होता है। अतः ऐसी प्रयोगों में her का प्रयोग होने वाला है कि वही का सम्बन्ध ही हो कर ही बनाया गया है—**

"...the 'preferred to some indication of vocation as a mark of sex (man, woman, or boy, girl, etc.) is a cumbersome substitute for a feminine

pronoun which should be preferred when it exists or can be made

...that 'woman' or 'female' would be better than 'her',

as the former point with irrelevant suggestions of social

—POWELL : MODERN ENGLISH USAGE

## EXERCISE

## Q. Correct the following sentences—

(a) India has rich mineral deposits and vast population and so it can be reasonably expected that she will be a great power in near future if all its resources are fully exploited for the implementation of her Second Five-Year Plan. (b) A reader should not blindly accept everything she finds in a book. (c) A husband must love her wife and a wife must love his husband. (d) He does not care for her daughter.

*Hints*—(a) her resources, or it will be its. its Second Five-Year Plan; (b) he finds; (c) his wife her husband; (d) his daughter

## Rule XX. Noun and the Nominative Case

यदि कोई Noun वाक्य का कर्ता (Nominative) हो, तो उसे Nominative Case में रहना चाहिए, जैसे—

Dickens is a Victorian novelist.

Keats is a romantic poet.

यहाँ Dickens और Keats वाक्य के कर्ता हैं। इसलिए ये Nominative Case में हैं। अब इन वाक्यों को देखें—

Dickens's is well known for his humour.

Keats's was a great lover of nature.

इन वाक्यों में Dickens और Keats कर्ता हैं, पर उन्हें Possessive Case में रखा गया है, जो भ्रमकर भूल है। यहाँ Dickens's और Keats's के बदले क्रमशः Dickens और Keats होना चाहिए।

## Rule XI. Noun and the Possessive Case

**Rule (a)**— यदि दो या दो से अधिक Nouns को and से जोड़ा जाय, तो उनके joint possession (सम्मिश्रित स्वत्व) का बोध कराने के लिए केवल अन्त में आने वाले Noun में 's' या ( ' ) लगाकर Possessive Case बनाया जाता है, पर यदि उनके separate possession (अलग-अलग स्वत्व) का अर्थ प्रकट करना हो, तो उनमें से प्रत्येक Noun में ( ' ) या ('s) लगाकर उन्हें Possessive Case बनाया जाता है, जैसे—

J. M. Dent & Sons' shop.

Keats's and Yeats's poems.

यहाँ पहले उदाहरण में केवल अन्त में आने वाले Noun (Sons) में ( ' ) लगाकर इसे Possessive Case बनाया गया है, क्योंकि Dent & Sons' से joint possession का बोध होता है। दूसरे उदाहरण में Keats और Yeats दोनों ही में ('s) लगाकर उन्हें Possessive Case बनाया गया है, क्योंकि यहाँ separate possession का बोध होता है यदि उन्हें इस प्रकार लिखा जाय—

I have placed orders with J. M. Dent's & Sons'.

I have read Keats and Yeats's poems, तो ये अशुद्ध होंगे।

**Rule (b)**— यदि house, school, shop, church हवादि Nouns (जिनसे स्थान या घर का बोध हो) का प्रयोग वाक्य में Object की भाँति हो और वे Possessive H. W. C. E.—11

Case के Noun के बाद आये, तो ऐसे Nouns को छिपा दिया जा सकता है; पर यदि Nouns (जो Possessive Case के Noun के बाद आते हैं) वाक्य में Subject का काम करें, तो इन्हें छिपाया नहीं जा सकता, जैसे—

I went to *Blackwell's* (shop).

I went to the *barber's* (shop).

The *barber's* is full of customers.

*Blackwell's* is prompt in service.

यहाँ पहले दो वाक्यों में क्रमशः *Blackwell's* और *barber's* के बाद जो Noun (shop) आया है वह Objective Case में है। इसलिए इन वाक्यों में shop छिपा हुआ है, जो शुद्ध है, तोसरे तथा चौथे वाक्यों में क्रमशः *barber's* और *Blackwell's* के बाद Noun (shop) आना चाहिए। उपरोक्त छिपाना अशुद्ध है, क्योंकि यहाँ shop वाक्य का Subject है।

### EXERCISE

Q *Correct the following sentences—*

- (a) *Dickens's* was a popular novelist (b) I like *Keats and Yeats's* poetry.  
(c) I went to *Blackwell's & Sons'*. (d) The *barber's* is far from this place  
Hints—(a) *Dickens*; (b) *Keats's and Yeats's* poems; (c) *Blackwell & Sons*; (d) The *barber's* shop is. . .

### REFRESHER COURSE I

*Correct the following sentences—*

1. There are not many gentries in this village.
2. What are the peoples of this place doing?
3. Whose poultries are these?
4. All the cattles have been sold away.
5. Why are there more o's than e's in this poem?
6. She is in her teen's.
7. Don't write 3s like 5s.
8. Is it a girl's school?
9. What is this book's price?
10. He was paid two week's wages.
11. It is a nice poetry.
12. There are two females here.
13. He gave me five ten rupees's notes.
14. I gave him three and a half rupees.
15. How many M. P's have come?

Hints—(1) gentry; (2) people; (3) poultry; (4) cattle; (5) o's than e's; (6) teens; (7) 3's like 5's; (8) girls; (9) the price of this book; (10) weeks; (11) is nice poetry or is a nice poem; (12) two women; (13) five ten-rupee notes; (14) three rupees and a half; (15) M. P.s

### REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. He likes new poetries.
2. The sceneries of Ranchi are charming.

3. These news are very bad.
4. The Indians are brave peoples.
5. All the furnitures were burnt
6. Help the deafs and blnds
7. He gave me five and half rupees.
8. I gave him many good advices.
9. He is a student of three-year's degree course
- 10 This book has been recommended by the Bihar and the Bhagalpur Universities.
11. How many babys and ladys are there ?
12. His teeths and feets were broken
13. She is a good actor.
14. She is the hero of this novel.

### REFRESHER COURSE III

*Rewrite the following sentences, changing all the words into their opposite number—*

1. These children are mine.
  2. The leaves of these trees are green.
  - 3 She does not do her duty well.
  4. He takes meat and fish daily.
  - 5 They do not love their husbands.
-





## PRONOUNS

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your result with the key given overleaf —*

1. The two boys are beating one another.
2. I, you, and he sail in the same boat.
3. You, he and I tried my very best.
4. Neither of the three books is very useful.
5. Everyone of the two guests reached in time.
6. Neither of the two sisters had their own choice.
7. One must always do his duties sincerely.
8. Myself can do this work without your help.
9. Do you really know who you are speaking to ?
10. I do not like them who are not dutiful.
11. You are the man whom I believe can help me.
12. Yours of the 15th ultimo is to hand in time.
13. Received your letter and I thank you for the same.
14. It is me but this is him.
15. It is him who is really guilty.
16. I know the man to be he.
17. This is the only book whom I like.
18. We must not do such actions that are harmful.
19. Each of the soldiers saluted their commander.
20. It is strictly between you and I.

## KEY

(1) Correct—Rule I. (2) You, he and I—Rule II. (3) our best—Rule III. (4) None of—Rule V. (5) Each of—Rule VI. (6) her own choice—Rule VII (b). (7) one's duties—Rule VII (c). (8) I myself—Rule IX. (9) whom—Rule XV. (10) those who—Rule XVI. (11) who I believe—Rule XV. (12) Your letter—Rule XVII. (13) for it or this—Rule XVIII. (14) Correct—Rule XX, note (a). (15) he who—Rule XX, note (b). (16) him—Rule XX, note (c). (17) that or which—Rule XIII. (18) as are—Rule X. (19) his commander—Rule VII (a). (20) you and me—Rule IV.

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## CHAPTER VII PRONOUNS

Pronouns और Verb के सम्बन्ध की चर्चा Syntax के अध्याय में हो गयी है। इस अध्याय में हमें कुछ ऐसे Pronouns पर विचार करना है जिनके प्रयोग विशेष रूप से होते हैं।

### Rule I. 'Each other' and 'One another'

ये Reciprocal Pronouns हैं। पुराने आचार्यों ने इन दोनों के प्रयोग में यह अन्तर माना है कि *each other* का प्रयोग दो व्यक्तियों या वस्तुओं के लिए होता है, पर *one another* का दो से अधिक के लिए—

*"Each other is used when two persons or things are concerned; one another is used when more than two persons or things are concerned."*

—NESFIELD

पर आधुनिक आचार्यों के मतानुसार इस अन्तर को नहीं मानना प्रशस्त नहीं—

*"The differentiation is neither of present utility nor based on historical usage."*

—FOWLER

वास्तव में दो व्यक्तियों या वस्तुओं के लिए भी *one another* का प्रयोग १८वीं सदी के मध्य में भी मिलता है—

*"They both simpered and looked upon one another."*

—RICHARDSON

भाषा के महान् लेखक भी ऐसा प्रयोग निस्संकोच भाव से करते हैं, जो अनुचित नहीं—

*"Whereas in Shakespeare the effect is due to the way in which the characters act upon one another in Jonson it is given by the way in which the characters fit in with each other."*

—T. S. ELIOT

*"The artistic result of Volpone is not due to any effect that Volpone, Mosca, Corbino, Corbaccio and Voltore have upon each other."*

—T. S. ELIOT

*"... neither the Chestnut nor the Oak spoke to one another."*

—T. F. POWYS

*"For you and I are foreigners to one another, foreigners in time."*

—ALDOUS HUXLEY

वहाँ पहले वाक्य में *characters* के लिए एक बार *one another* का प्रयोग हुआ है और दूसरी बार *each other* का। हमसे यह स्पष्ट है कि लेखक *each other* और *one another* के बीच कोई भी अन्तर नहीं मानता। दूसरे वाक्य में पाँच व्यक्तियों के लिए *each other* का प्रयोग हुआ है और तीसरे वाक्य में केवल दो (*Chestnut and Oak*) के लिए



## Rule IV. Pronouns and their Case

यदि एक से अधिक Pronouns को जोड़ा जाय, तो उन्हें एक ही Case में रखना चाहिए—

It is between *him* and *me*

Let *him* and *me* lead the procession

जाय जानते हैं कि 'between' Preposition है और इसलिए इसके बाद Objective Case 'him' का प्रयोग होना आवश्यक है। इसी एक दूसरे Pronoun (me) के साथ and के द्वारा जोड़ा गया है। इसलिए इन दोनों का Objective Case में रखा गया है। यदि जाए ऐसा लिखें—

It is between him and I. तो यह असंगत होगा, क्योंकि एक Pronoun Objective Case में है और दूसरा Nominative में। इसी प्रकार दूसरे वाक्य में 'him' Objective Case में है तबले and के द्वारा एक दूसरे Pronoun के साथ जोड़ा गया है। इसलिए दूसरा Pronoun 'me' भी Objective Case में है। अगर जाय ऐसा करें—  
Let him and I lead the procession, It is between him and I. तो यह असंगत होगा, क्योंकि 'him' Objective में है और 'I' Nominative में।

## EXERCISE

## Q. Correct the following sentences—

- (a) Let he and I work together (b) There is friendship between you and I (c) The book is liked by him and I (d) Both he and me were asked to do it. (e) I and he are fast friends (f) He and I have done my work together (g) You and he did not do their duty well (h) Let she and I do it (i) Me and my husband have been invited.

Hints—(a) him and me, (b) you and me, (c) him and me; (d) he and I; (e) he and I, (f) our work; (g) your duty; (h) her and me; (i) my husband and I.

## Rule V. 'Either', 'Neither' and 'Both'

Pronoun की संज्ञा प्रयुक्त होने पर इनका व्यवहार केवल दो ही व्यक्तियों या वस्तुओं के लिए होता है, दो से अधिक के लिए कभी भी नहीं। दो से अधिक के लिए either के बदले anyone, neither के बदले none (not one), और both के बदले all का प्रयोग होता है, जैसे—

*Either* of the two pens will do

*Neither* of the two pens will do.

इस प्रकार के वाक्य नहीं लिख सकते—

*Either* of the three pens will do.

*Neither* of the three pens will do.

*Both* of the three pens will do.

एक के एक कर के दे

*Anyone* of the three pens will do.

*None* (not one) of the three pens will do.

*All* the three pens will do.

**Note** एक के एक कर के दे *for anyone, none* तथा *all* का प्रयोग दो से अधिक के लिए होता है।

## EXERCISE

**Q** *Correct the following sentences—*

(a) Gold, silver and copper—either will do. (b) None of the two guests turned up. (c) Answer anyone of the two questions. (d) Neither of the four books will do. (e) Either of the three careers will suit him. (f) None of my two pens writes well. (g) Anyone of the two men would be able to do this work.

**How:** (a) anyone will do; (b) Neither of the two; (c) either of the two; (d) None of the four books; (e) Any one of the three careers; (f) Neither of my two pens writes well; (g) Either of the two men.

### Rule VI. Each and Everyone

*Each* का प्रयोग दो या दो से अधिक व्यक्तियों के लिए होता है, पर *everyone* का प्रयोग दो से अधिक के लिए, दो के लिए नहीं, होता—

*Each* of the two guests came.

*Each* of the ten guests came.

*Everyone* of the ten guests came.

ये वाक्य गूढ़ हैं, क्योंकि दहाँ दो या दो से अधिक के लिए वाक्यों में *each* का प्रयोग हुआ है, और दो से अधिक के लिए तीसरे वाक्य में *everyone* का। यदि ऐसा किया जाय—*Everyone* of the two guests came, तो यह वाक्य गूढ़ हो जायगा, क्योंकि यहाँ केवल दो के लिए *everyone* का प्रयोग किया गया है। इसी *everyone* के बदले *each* का प्रयोग होना चाहिए।

### Rule VII. Distributive and Singular Indefinite Pronouns

**Rule (a)—**Distributive Pronouns (*each, everyone, either and neither*) तथा Singular Indefinite Pronouns (*no one, nobody, anybody, anyone, someone and somebody*) के लिए Singular Pronouns और Masculine Gender का प्रयोग होता है जिसकी चर्चा Syntax में Agreement के सम्बन्ध में हो गयी है। ऐसा ही प्रयोग अच्छे लेखक करते हैं—

*"It is almost impossible for anyone to secure a correct impression of his own personal appearance or of the features of anyone in whom he is personally interested."*

—I. A. RICHARDS.

**Rule (b)—**यदि Distributive Pronouns (*each, everyone, either*

and neither) के बाद Feminine Gender के Noun का प्रयोग हो तो Singular Feminine Gender के Pronoun का प्रयोग होना चाहिए, Masculine का नहीं, जैसे—

*Neither of the two sisters has paid her tuition fees.*  
*Neither of the two women has a choice of her own.*  
*Either of the two wives is dominated by her husband.*  
*Each of the two girls has prepared a dress for herself.*  
*Everyone of the women has a taste of her own.*

इन वाक्यों में neither, either, each तथा everyone के लिए Feminine Gender के Pronouns आये हैं, जो शुद्ध हैं; क्योंकि इनके बाद Feminine Nouns क्रमशः sisters, women, wives, girls और women का प्रयोग हुआ है जो स्पष्ट रूप से यह बताता है कि ये Distributive Pronouns Feminine Gender में हैं। यदि इन Feminine Nouns के बदले Plural Pronouns (us, you या them) या Masculine Gender के Nouns आते, तो वहाँ Singular Masculine Gender के Pronouns का प्रयोग होता, जैसे—

*Neither of them has done his duty.*  
*Neither of the boys has done his duty.*

Rule (c)—One एक ऐसा Singular Indefinite Pronoun है जिसके लिए सदा one, one's या oneself का प्रयोग होता है, he, his, him, himself इत्यादि का नहीं, जैसे—

*One must do one's duty.*  
*One must love one's country.*

यहाँ one's के बदले his का प्रयोग असुद्ध होता। इसलिए ये वाक्य असुद्ध हैं—

*One must take care of his health.*  
*One should love not only himself but also others.*

यहाँ क्रमशः one's और oneself का प्रयोग होना चाहिए। देखिए, इस नियम का कितना बड़ा उपयोग हुआ है—

*"One who jumps up and flourishes his toes three times, before he comes to the ground, may have three hundred a year."*

—OLIVER GOLDSMITH

*"One should, therefore, be careful not to make himself obnoxious to others."*

—THE SEARCHLIGHT : March 12, 1957

इन वाक्यों में क्रमशः one's, one तथा oneself का प्रयोग होना चाहिए, क्योंकि अच्छे लेखक इस नियम का पालन सदासानी से करते हैं—

*"But even when one is fully informed about Mr. Pound's allusions, one's recognition has no significant effect."*

—F. R. LEAVIS

## EXERCISE

Q. Correct the following sentences—

(a) Everyone of the students have paid their tuition fees. (b) Everyone



of the two alternatives is equally painful. (c) None should oppress their neighbours. (d) Neither of the two wives looks after his domestic affairs. (e) Each the two sisters has a separate room of his own. (f) Neither of the two sons loves their father. (g) Either of the two daughters loves their mother. (h) One must not be blind to his own defects. (i) One can rise in life only when he puts forth his best not only for himself and his family but also for others. (j) Nobody should lose heart when they are in the teeth of difficulties. (k) Everybody should mind their own business.

*Hints*—(a) has his; (b) each; (c) his; (d) her; (e) her; (f) his; (g) he; (h) one's own; (i) when one puts forth one's best not only for oneself and one's family; (j) he is; (k) his own.

### Rule VIII. 'And' and the Number of Pronouns

**Rule (a)**—यदि *and* से जुड़े Singular Nouns से एक ही व्यक्ति या वस्तु का बोध हो, तो उनके लिए Singular Pronoun का प्रयोग होता है, जैसे—

The Principal and Secretary has tendered *his* resignation.

The Magistrate and Collector has prepared *his* statement.

The scientist and thinker has expressed *himself* against the use of atom bombs.

इन वाक्यों में the Principal and Secretary, the Magistrate and Collector तथा the scientist and thinker के लिए Singular Pronoun का प्रयोग ग़लत है, जो ग़ड़ है, क्योंकि इनमें एक ही व्यक्ति का बोध होता है। यहाँ *his* और *himself* के बदले क्रमशः *their* और *themselves* का प्रयोग अनुचित होता है।

**Rule (b)**—यदि *and* से जुड़े Nouns के पहले *each* या *every* आये तो उनके लिए Singular Pronoun का प्रयोग होना चाहिए, जैसे—

Every boy and girl did *his* or *her* best to win the match.

Each man and each woman should try to help *his* or *her* fellow beings.

इन वाक्यों में Singular Pronouns का प्रयोग ग़ड़ है, क्योंकि *and* से जुड़े Nouns के पहले *each* या *every* का प्रयोग हुआ है। यहाँ *their* का प्रयोग ग़लत होता है।

## EXERCISE

**Q. Correct the following sentences—**

(a) Ram and Shyam are very irregular in his habits. (b) The poet and critic have a soft corner in their heart for Shakespeare. (c) The poet and the thinker has expressed his views clearly. (d) Every man and every woman have their own tastes. (e) Every scientist and thinker have a duty towards their society.

*Hints*—(a) their habits; (b) has his heart; (c) have expressed their -; (d) has his or her; (e) has his society.

### Rule IX Reflexive Pronouns and Case

Reflexive Pronouns का यहाँ की चर्चा प्रयोग करना आवश्यक नहीं है। बात के

नहीं कर सकते—

*Myself* will do it.

*Himself* and Hari tried but failed.

इनके शुद्ध रूप ये हैं—

*I myself* will do it.

*He himself* and Hari tried but failed.

Note—Reflexive Pronouns ये हैं—*myself, ourselves, yourself, yourselves, himself, herself, itself* and *themselves*, यत् *self, ourself* और *themselves* का प्रयोग कभी नहीं करें।

Rule X. 'As', 'Such', 'The same' and 'As/That'.

Rule (a)—यदि वाक्य में किसी Noun के पहले *such* या *as* आवे, तो उस Noun के लिए *as* का प्रयोग होता है, *who, which* या *that* का नहीं, जैसे—

*He is not such a good man as I expected.*

*As many questions as were set were answered.*

यहाँ पहले वाक्य में *man* के पहले *such* आया है। इसलिए इसके लिए (*man* के लिए) pronoun 'as' का प्रयोग हुआ है। दूसरे वाक्य में *questions* के पहले *as* आया है। इसलिए इसके बाद *as* का प्रयोग हुआ है। आप ऐसे वाक्य नहीं लिखें—

*He is not such a good man that I expected.*

*As many questions which were set were answered.*

Rule (b)—यदि वाक्य में Nouns के पहले *the same* का प्रयोग हो, तो ऐसे Nouns के लिए *as* या *that* का व्यवहार इस नियम के अनुसार होता है—Verb का प्रयोग करने पर *the same* के बाद *that* या *as* आता है, पर Verb के छिपे रहने पर *as*, जैसे—

*This is the same pen that/as I bought yesterday.*

*This is the same pen as yours (is).*

पहले वाक्य में *the same* के बाद Verb 'bought' आया है। इसलिए यहाँ *the same* के बाद *that* या *as* का प्रयोग हुआ है। दूसरे वाक्य में Verb (*is*) छिपा हुआ है। अतः इस वाक्य में *as* का प्रयोग हुआ है, *that* का नहीं। यहाँ *that* का प्रयोग अशुद्ध होता। इस सम्बन्ध में छात्रों के बीच थोड़ा मतभेद है। आप उनके विचारों पर ध्यान दें—

"The use of *that* or *as* is guided by the following rules—(1) When a verb is expressed after it, we generally use *that*. (2) When the verb is understood we always use *as*."

—J. C. NESFIELD

नेसफिल्ड साहब के अनुसार जब *the same* के बाद Verb आता है तो *that* का प्रयोग होता है, पर जब Verb छिपा रहता है तब *as* का, जैसे—

*This is the same man that came yesterday.*

*This is not the same book as mine (is).*

अन्य आचार्यों के मतानुसार दूसरे वाक्य में तो *as* ही का प्रयोग होना चाहिए, *that* का नहीं, पर पहले वाक्य में *that* के बदले *as* का प्रयोग भी हो सकता है। उनका विचार है

कि the same के बाद Verb के जाने पर that और as में से किसी भी एक का प्रयोग होना चाहिए, केवल that ही का नहीं, जैसा—

*"Is this the same as, or the same that, or the same, you showed me before?"*

—THE OXFORD DICTIONARY

*"This is the same time-table as you had last year. This is the same horse that won the race last year."*

—SOARES & MAZUMDAR

एन वाक्यों में the same के बाद Verb जाने पर as या that का प्रयोग दिया जा रहे, जो ग़लत है। यह वास्तविक नहीं है कि the same के बाद Verb जाने पर केवल that ही का प्रयोग हो। हाँ, यदि the same के बाद Verb नहीं आवे, तो as का ही प्रयोग होना चाहिए, that का क्या नहीं, जैसा—

*This is the same book as yours.*

यहाँ that का प्रयोग नहीं हो सकता। अतः नेसफ़िल्ड माह्व (Nesfield) के मत में थोड़ा संशोधन चाहिए।

## EXERCISE

*Q. Correct the following sentences—*

(a) There are many such men who do not care for others. (b) We must not do such actions that may injure our country. (c) As many boys that came were marked present.

*Hints—(a) as do not; (b) as may; (c) as came*

### Rule XI. Antecedent and the Case

Relative Pronoun के Antecedent को Possessive Case में नहीं रखना चाहिए। एन वाक्यों को देखें—

*These are the Principal's orders who must be obeyed.*

*I had the pleasure of Ram's company who is a delightful fellow.*

पहले वाक्य में who का Antecedent Principal's है और दूसरे में Ram's, ये दोनों ही Possessive Case में हैं, जो ग़लत है। आगे वाक्य की बनावट इस प्रकार करें—

*These are the orders of the Principal who must be obeyed.*

*I had the pleasure of the company of Ram who is a delightful fellow.*

### Rule XII. 'And/But' and Relative Pronoun.

आप Relative Pronouns 'who' या 'which' के पहले and या but का प्रयोग (and who, but who, and which, but which) करके दूनों अपने Antecedent से अलग नहीं करें—

*"Do not separate the Relative Pronoun from its antecedent by 'and'."*

—G. H. VALLIN

उदाहरण—*It is a good book, and which should be read by all.*

यहाँ Relative Pronoun 'which' है और इसका Antecedent है book. इन दोनों (Relative Pronoun और Antecedent) को 'and' के द्वारा अलग कर दिया गया है। अतः and का प्रयोग बहुत है। एक उदाहरण और ले—

Ram is a good man *and* who is my friend.

यहाँ who के बदले and का प्रयोग करके Relative Pronoun 'who' और इसके Antecedent 'man' को अलग कर दिया गया है। इसलिए यहाँ and का प्रयोग बहुत है। यदि इन दोनों वाक्य में and को हटा दें, तो ये छुड़ हो जायेंगे।

Note—Relative Pronoun के बाद and या but का प्रयोग तब होता है जब वाक्य में एक से अधिक Relative Pronouns को जोड़ा जाता है, जैसे—

It is a book *which* is useful *and* *which* everybody should read.

एक वाक्य में and *which* का प्रयोग छुड़ है, क्योंकि यहाँ and के द्वारा दो Relative Pronouns (which और which) का जोड़ा गया है। यदि यहाँ एक ही *which* का प्रयोग होता, तो and का प्रयोग बहुत होता।

## EXERCISE

Q. Correct the following sentences—

(a) I like Shaw's plays *who* was a good dramatist. (b) One likes to read Shakespeare's sonnets *who* was a great poet. (c) I have read your book *and* *which* is well-written. (d) He has bought a new house *and* *which* has cost him Rs. 5000/-.

Hints—(a) the plays of Shaw, (b) the sonnets of Shakespeare; (c) book *which*; (d) house *which*.

## Rule XIII. Who, Whose, Whom, Which, and That

Relative Pronoun 'which' का प्रयोग केवल वस्तु (thing) और जानवर (animals) के लिए होता है और *who* तथा *whom* का केवल व्यक्ति (person) के लिए। इसलिए *who* तथा *whom* का वस्तु या जानवर के लिए प्रयोग करना भूल है, जैसे—

This is the book *whom* I like much.

This is the house *who* was built last year.

यहाँ book और house के लिए वस्तु: *whom* और *who* का प्रयोग हुआ है, जो बहुत है। यहाँ *that* या *which* का प्रयोग होना चाहिए।

Note—Relative Pronouns 'whose' तथा 'that' का प्रयोग व्यक्ति और वस्तु दोनों ही के लिए होता है।

## EXERCISE

Q. Correct the following sentences—

(a) The dog *who* is here is mine. (b) The cat *whom* I bought last year is white. (c) The book *whom* I have written has been liked by many. (d) The school *who* was started last year is functioning well. (e) The boy *which* is here is wicked. (f) This is the house *whom* I built last year.

Hints—(a) *that* or *which*; (b) *that* or *which*; (c) *that* or *which*; (d) *that* or *which*; (e) *who* or *that*; (f) *that*.

**Rule XIV. Compound Relative Pronouns**

Compound Relative Pronouns, 'whoever', 'whichever' और 'whatever' का प्रयोग Interrogative Pronouns की भाँति प्रश्न पूछने के लिए नहीं होना चाहिए, जैसे—

Whatever do you want? Whoever is there?

इन वाक्यों में क्रमशः what और who का प्रयोग होना चाहिए।

**Rule XV. 'Who', 'Whom' and the Case**

यदि Relative Pronoun 'who' Subject का काम करे, तो इसे Nominative Case में who होना चाहिए और यदि वह Object का काम करे तो Objective Case में whom, जैसे—

I love those *who* love me.

I love those *whom* my friend loves.

यहाँ पहले वाक्य में 'who' Subject है, क्योंकि इसका Finite Verb 'love' है और इसलिए यहाँ इसे Nominative Case में रखा गया है—*who*,

दूसरे वाक्य में 'whom' Transitive Verb 'loves' का Object है और इसलिए यह Objective Case में है—*whom*.

कुछ वाक्य और हैं—

*Who* are you speaking of?

Are you sure *who* he really wanted to punish?

Do you know *who* you are speaking to?

It is those *whom* I was told were killed.

He is the only man *whom* I believe can help you.

यहाँ पहले वाक्य में 'who' Subject नहीं है, क्योंकि यहाँ Subject है you और इसका Verb है are, यहाँ जो Preposition (of) आया है उसी का Object है who और इसलिए who के बदले whom का प्रयोग होना चाहिए—*Whom* are you speaking of?

दूसरे वाक्य में दो Clauses हैं। पहले Clause का Subject है you और दूसरे में he और इसलिए who यहाँ किन्हीं Verb का Subject नहीं है। यह है Transitive Verb 'punish' का Object और इसलिए इसे Objective Case में रखना चाहिए—Are you sure *whom* he really wanted to punish?

तीसरे वाक्य में भी who वाक्य का Subject नहीं है, क्योंकि यहाँ इन दो Clauses में 'you' Subject है जिसके Verb क्रमशः हैं do और are, इसलिए who वाक्य में Preposition 'to' का Object है। अतः इसे Objective Case में रखना चाहिए—Do you know *whom* you are speaking to?

चौथे वाक्य में तीन Finite Verbs हैं—*is*, *was* और *were*, फिर भी *is* और *was* के Subject क्रमशः *It* और *I* हैं। यह जानकर हमें कि *were* का Subject कौन है? यदि हम वाक्य के Clauses को ध्यान दिया जाए, तो स्पष्ट बन जायेगा कि *were* का Subject 'whom' है और इसलिए इसे Nominative Case में रखना चाहिए,

Objective में नहीं। अतः यहाँ *whom* के बदले *who* होना चाहिए—*It is those who I was told were killed.*

अन्तिम वाक्य के तीन clauses हैं—(1) *He is the only man*; (2) *I believe*, (3) *whom can help you*. तीसरे clause के Verb 'can help' का Subject 'you' नहीं है, क्योंकि यह *help* का Object है। इससे यह स्पष्ट है कि *whom* ही इस Verb का Subject है और इसलिए इसे Nominative Case में रखना चाहिए—*who can help you*.

इन उदाहरणों से यह साफ मालूम होता है कि जब वाक्य में एक से अधिक clause रहते हैं तो *who* और *whom* के प्रयोग में विशेष कठिनाई होती है। इसलिए ऐसे वाक्यों में आप पहले उन सभी clauses को बलव कर लें और देखें कि उन clauses में जो Finite Verbs हैं उनके Subjects कौन-कौन हैं। इससे यह तुरन्त हो जाता कि *'who'* Subject है या Object. आप जानते हैं कि Object केवल Transitive Verb और Preposition के साथ आता है। इसलिए वाक्य में यदि Transitive Verb और Preposition का प्रयोग हो, तो यह भी देख लेना चाहिए कि *who* या *whom* Object है या नहीं। यदि वह किसी Transitive Verb या Preposition का Object हो, तो उसे Objective Case में रखना चाहिए—*whom*; वर यदि वह किसी Finite Verb का Subject हो, तो Nominative Case में—*who*.

## EXERCISE

Q. *Correct the following sentences—*

(a) Who do you think, I love more? (b) He found in her a woman whom he thinks will make a good wife. (c) I don't remember whom it was (d) Shakespeare is a poet who, as is well-known, the world admires. (e) Who were you speaking of? (f) Whom do you think can do this work? (g) Who do you think I met? (h) Do you know who is there and who he wants to speak to? (i) Who are you awaiting and expecting? (j) I will discuss the matter with my friend whom I know is very sensible.

Hints—(a) whom; (b) who; (c) who; (d) whom; (e) whom; (f) who; (g) whom; (h) whom he wants...; (i) whom; (j) who.

### Rule XVI. 'They/Them' as Antecedents

Relative Pronoun के Antecedent के लिए *they* या *them* के बदले 'those' का प्रयोग होता है: जैसे—

*They who labour hard are rewarded.*

*I do not like them who are irregular in their duties.*

यहाँ पर पहले वाक्य में Relative Pronoun (*who*) का Antecedent *they* है और दूसरे में *them*, जो असुद्ध है। इन दोनों ही वाक्यों में *they* और *them* के बदले *those* का प्रयोग होना चाहिए—

*Those who labour hard are rewarded.*

*I do not like those who are irregular in their duties.*

## Rule XVII Possessive Pronoun and Noun

Possessive Pronouns के बाद आने वाले Noun की जगह नहीं आ सकता।  
जैसे—

Your letter of the 10th ultimo is to hand.

I will come to your house next morning.

यहाँ 'your' Possessive Pronoun है और इसलिए इसके बाद दोनों ही वाक्यों में Nouns (letter तथा house) का प्रयोग स्पष्ट रूप में किया गया है। यदि इन Nouns को हम प्रकार दिया है—

Yours of the 10th ultimo is to hand.

I will come to yours next morning, तो वे वाक्य गलत हो जायेंगे।

Note — यदि वाक्य में एक बार Noun आ जाय, तो उसे Possessive Pronouns के बाद दिया देना शुद्ध है; जैसे—

If you come to my residence, I will go to yours.

इस वाक्य में Noun 'residence' का प्रयोग एक बार हो गया है। इसलिए इस Noun (residence) को Possessive Pronoun 'your' के बाद छिपकर इसे योग्य कर दिया गया है। हमें यह स्पष्ट है कि यदि Noun का प्रयोग वाक्य में पहले नहीं किया गया हो, तो निश्चयानुसार उसे Possessive Pronoun के बाद नहीं दिया जाना चाहिए कि ऊपर बतलाया गया है।

## EXERCISE

Q. Correct the following sentences—

- (a) I shall see you at yours this evening. (b) He came to mine this morning.  
(c) Yours of the 15th instant has been received. (d) I shall be at his by 2 p.m.

Hints—(a) at your house; (b) to my house; (c) your letter of; (d) at his house.

## Rule XVIII. 'The same' as a Pronoun

The same का प्रयोग Pronoun की भाँति करना अव्यवस्था नहीं समझा जाता, क्योंकि यह एक Adjective है। इन वाक्यों को देखें—

This is the same pen that I bought yesterday.

I gave him a pen and the same was returned to me.

यहाँ पहले वाक्य में the same का प्रयोग Adjective की भाँति हुआ है, क्योंकि वह pen का गुण बतलाता है। यह प्रयोग शुद्ध है। दूसरे वाक्य में the same का प्रयोग Pronoun की भाँति हुआ है, क्योंकि यहाँ यह pen के बदले में आया है। यह प्रयोग अनुचित है। एक वाक्य और लें—

Your letter of the 10th instant is to hand and I thank you for the same.

यहाँ भी the same का प्रयोग Pronoun की भाँति हुआ है क्योंकि यह letter के लिए आया है। आचार्यों का कहना है कि ऐसी अवस्था में the same के बदले साधारण

Pronouns 'it', 'this', 'they' इत्यादि का प्रयोग होना चाहिए। आप उनके मत पर ध्यान दें—

*"It (the same) has the peculiarity that it occurs chiefly in writing, not often in speech, and yet is avoided by all who have any skill in writing. As the working man puts on his Sunday clothes to be photographed, so the writer adorns himself with 'the same' when he is to appear in print; each seems bent on giving the worst possible impression of himself."*

—FOWLER: MODERN ENGLISH USAGE

*"The word 'same' must be regarded as an adjective—but never as a pronoun. This is thoroughly bad grammar. 'We thank you for your letter and in reply to the same. . . .' No, the writer is making 'same' to stand for 'letter' which it can never be. In reply to 'it' is the answer because 'it' is a pronoun and never anything else."*

—WILKINSON: ENGLISH GRAMMAR

यह सम्बन्ध में देता है कि the same का प्रयोग जो Pronoun की धृति हो चला है इसे कानून और व्यापार (law and business) के क्षेत्र तक ही सीमित रखा जाय। अन्य क्षेत्रों में ऐसा प्रयोग बिल्कुल गलत माना है।

### Rule XIX. Double Nominatives

यदि वाक्य में किसी Finite Verb का Subject कोई Noun या Pronoun हो, तो उसी Verb के लिए एक और अतिरिक्त Pronoun का प्रयोग करना ठीक नहीं; जैसे—

*The man who is here he is my friend.*

*Dashrath, when his son was banished, he was filled with much sorrow.*

यहाँ पहले वाक्य में दो clauses हैं—(i) The man is my friend; (ii) who is here.

पहले clause में is का Subject 'man' है और दूसरे का Subject 'who'। अतः यहाँ he का प्रयोग निरर्थक है और अशुद्ध भी।

दूसरे वाक्य में भी दो clauses हैं—(i) Dashrath was filled with much sorrow; (ii) when his son was banished. पहले clause में was का Subject है Dashrath और दूसरे में son. इसलिए यहाँ भी he का प्रयोग सर्वथा अनुचित है। आप याद रखें कि ऐसे ही Pronouns को Redundant Pronouns कहा जाता है, क्योंकि वाक्य में उनका कोई आवश्यकता नहीं रहती।

## EXERCISE

Q. Correct the following sentences—

(a) The cows that are grazing in the field they are mine. (b) He who labours hard he is rewarded. (c) Those who kill time they are killed by time. (d) The boy who is here he is my brother. (e) The people of the world, when they heard of Ghandi's death, they were rudely shocked. (f) A man when he becomes old, he behaves very much like a child.



*Hints*—(a) The cows that—field are mine; (b) He who—hard is rewarded; (c) Those who—time are killed by time; (d) The boy who—her is my brother; (e) The people—death were rudely shocked; (f) A man—behaves—child.

### Rule XX. Verb 'To be' & Pronoun and the Case

आवरण के नियमानुसार Verb 'To be' के बाद जाने वाला Pronoun उसी Case में रहता है जिस Case में Verb 'To be' के पहले आने वाला Noun या Pronoun लगता है; जैसे—

It is he. It is I. This is she.

यहाँ पहले वाक्य में Verb 'To be' (is) के पहले I आया है जो Nominative Case में है। इसलिए is के बाद आने वाला Pronoun भी Nominative Case में (he) है। दूसरे तथा तीसरे वाक्य में भी I और she जो Nominative Case में लगा गया है, वही उनके पहले क्रमातः 'it' और 'this' Nominative Case में हैं। अब कुछ व्याख्यान की चीजें से 'It is him', 'It is me', 'This is her' इत्यादि प्रकार के वाक्य बहुत समझे जाते हैं।

Note (a)—आवकल इस नियम के विरुद्ध ऐसे वाक्य लिखे और बोले जाते हैं जिनमें प्रयोग (usage) की दृष्टि से, कुछ गलत माना है—

It is me. This is her. This is him.

ऐसे प्रयोग के सम्बन्ध में इन विचारों पर ध्यान दें—

"Me is technically wrong in It wasn't me; the phrase being of its very nature colloquial, such a lapse is of no importance, and this is perhaps the only temptation to use me instead of I."

—FOWLER : MODERN ENGLISH USAGE

"It is reasonable to infer that subject and complement should both have the same, that is, the subject form. But the fact remains that few people would say or write It's I; This is he; That's she."

Usage, a little shamefacedly, admits, the object form to such expressions—It's me; This is him; That's her."

—G. H. VALLINS : GOOD ENGLISH

"This violation of grammatical law has been completely sanctioned by current usage."

—NORMAN LEWIS : WORD POWER

इस प्रकार, यह स्पष्ट है कि इन अनायासों के मतानुसार It is me; This is me; This is him; That is her इत्यादि प्रकार के प्रयोग शुद्ध हैं, जिन्हें हम भी अपना लें।

Note (b)—हाँ, एक बात याद रखने की है और वह यह कि जब ऐसे वाक्यों के बाद कोई Relative Pronoun (who, which या that) आता है, तब Verb 'To be' के बाद सदा Nominative Case आता है, Objective नहीं; जैसे—

It was he who was really guilty.

It was him who was really guilty.

यहाँ पहले वाक्य में Verb 'To be' (was) के बाद he का प्रयोग हुआ है जो

Nominative Case में है, क्योंकि इसके बाद Relative Pronoun 'who' आया है। यदि वहाँ who नहीं आता, अर्थात् केवल It was he ही रहता तो he के बदले प्रयोगा-नुसार him का भी प्रयोग ग़ुड़ माना जाता; जैसे—

It was him.

पर who के आ जाने से him का प्रयोग नहीं हो सकता, क्योंकि यह व्याकरण की दृष्टि से तो ग़ुड़ है ही, प्रयोग के भी विपरीत है। अतः यह बात ग़ुड़ है। इसलिए अब आते हैं कि Verb 'To be' (is, was आदि) के बाद वह Pronoun आता है और वाक्य उसके बाद समाप्त हो जाता है, तब वहाँ तब Pronoun को Nominative या Objective किसी भी Case में रखें; जैसे—

It is I. It is me.

ये दोनों ही प्रयोग ग़ुड़ माने जायेंगे, पर यदि Verb 'To be' के आने जाने वाले Pronoun के बाद who या that का प्रयोग हो, तो तब Pronoun को सदा Nominative Case में रखें, जैसे—

It is he who is to blame.

यदि बल्लर केवल It is he ही रहता, तो वहाँ he के बदले him भी ग़ुड़ माना जाता, पर who के आ जाने से वहाँ him का प्रयोग ग़ुड़ समझा जाएगा।

Note (c)—यदि Verb 'To be' के आने जाने वाला Noun या Pronoun Objective Case में हो, तो इसके बाद आने वाले Noun या Pronoun को भी Objective Case में हो रहना चाहिए, Nominative में नहीं; जैसे—

I know the man to be him.

यहाँ Verb 'To be' के आने man आया है जो Transitive Verb (know) का Object है। इसलिए निश्चयानुसार और प्रयोगानुसार भी Verb 'To be' के बाद आने वाले Pronoun (him) को Objective Case में रहना चाहिए, जो वही है। इसलिए यह बात ग़ुड़ है। वहाँ him के बदले he का प्रयोग किसी भी दृष्टि में—व्याकरण का बदले की दृष्टि में—रहित नहीं। एक उदाहरण और लें—

I knew it to be him.

यहाँ भी him के आने he का प्रयोग ग़ुड़ होता, क्योंकि Verb 'To be' के आने वाले Pronoun (it) Objective Case में है।

## EXERCISE

Q Correct the following sentences—

(a) It is me who is guilty. (b) It was them who were to blame. (c) I found it to be he. (d) I guessed the woman to be she. (e) We knew it to be she. (f) We thought the actress to be she.

Hint: (a) I who am, (b) they who, (c) him, (d) her, (e) her, (f) her.

## REFRESHER COURSE I

Correct the following sentences—

1 He came with Mohan and myself.

2. Ram and myself will work together.
3. Myself found him stealing.
4. I am not one of those who believe everything I hear.
5. It is meant for you and myself
6. I, you and he will go soon
7. It's me who have helped you.
8. I am as good as him.
9. I answered more questions than him.
10. It is strictly between he and I
11. I help everyone of my sons in their studies.
12. Is she taller than either of her three sisters?
13. The student who you praised so highly, has failed.
14. I do not know whom they are.
15. Everyone of them think that they are right.
16. One shouldn't be proud of his wealth.
17. Either of the five books will serve the purpose.
18. I am one of those who says what I feel.
19. None of the two books will do.
20. Whom do you think is the oldest of the two?
21. Someone gave me this letter but I don't remember whom.
22. It is him who I know full well.
23. The dog who is here it is mine.
24. She told you and I that herself will do the work.
25. He is a man whom I believe is honest.
26. I don't know who I should blame.
27. He is not such a man who can help me.
28. Neither of the eleven players turned up.
29. He who has come late, let him suffer.
30. Your watch is better than that of mine.

*Hints*— 1. and I; 2. and I myself; 3. I myself; 4. they hear; 5. and me; 6. You, he and I; 7. It is I; 8. as he; 9. than he; 10. him and me; 11. his studies; 12. tallest of her three sisters; 13. whom you; 14. who they; 15. thinks that he is right; 16. one's wealth; 17. Anyone of; 18. who say what they; 19. Neither of; 20. who.... the oldest; 21. remember who; 22. he whom; 23. which/that is here is mine; 24. you and me that she herself would; 25. the man who; 26. whom; 27. as can; 28. None of; 29. He .... late should suffer; 30. than mine.

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. Each of us have our own problems.
2. One mus take care of his health.
3. Let you and I do it together.
4. I am the person who have started this work.
5. He is one of the greatest poet who has ever lived.
6. None of the two brothers came.

7. It was me who caught the thief.
  8. I am not one of they who criticise everything I come across
  9. I have read Plato's writings, who was a great philosopher
  10. I did not read either of the five books.
  11. You are the man who wish to help all.
  12. I have received a letter and replied to the same
  13. The magistrate and collector have tendered their resignation
  14. He and I are doing their duty well.
  15. He, I and you will work together
  16. One who labours he succeeds
  17. He does not love her wife.
  18. Does she love his husband ?
-



## PREPOSITIONS

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. Candidates will be interviewed between 2 p.m. to 3 p.m.
2. It is strictly between you or I.
3. There is a treaty between the five great powers.
4. The whole property was divided between the three sons
5. I will come back after a week.
6. I am here since the last few days.
7. You must return before a week.
8. He insisted me to go there.
9. He succeeded to do this work.
10. Ram is confident to pass the examination this time.
11. We should prevent damage and theft of railway property.
12. He was afraid and alarmed at the sound.
13. None but he was called for interview.
14. I will go on leave since Monday.
15. She covered her face by a piece of cloth.
16. When I went in the garden, I saw a snake into a vase
17. I am in the Board of Studies.
18. He aims to be a great man.
19. She stopped between every stitch.
20. He came and sat besides his wife.



## PREPOSITIONS

Preposition बहुत ही गहन विषय है, क्योंकि वहीं हिन्दी में कारक की पाँच-सत्त विभक्तियों (का, से, में, पर इत्यादि) से काम चल जाता है, वहाँ अँगरेजी में सैकड़ों Prepositions की सहायता लेनी पड़ती है। आप जानते हैं कि हिन्दी के एक 'से' के लिए अँगरेजी में with, by, from, for, since इत्यादि अनेक Prepositions हैं। वहाँ 'से' का अनुवाद with होता है, तो वहाँ by और यदि since या for का प्रयोग करना हो, तो एक अजीब आफत आ जाती है। यही कारण है कि Prepositions के प्रयोग में इतनी गलतियाँ हो जाती हैं। पर याद रखें कि Prepositions का शुद्ध प्रयोग नहीं जानने पर आप अँगरेजी भाषा का हस्ताक्षर नहीं कर सकते। इसलिए आप इनके प्रयोग पर ध्यान दें—

## Rule I. Between

Rule (a)—Between के बाद जर दो Nouns या Pronouns आते हैं तो वे and से संयुक्त रहते हैं, or या to के द्वारा नहीं; जैसे—

Please see me *between* 2 p.m. *and* 3 p.m.

You have to choose *between* death *and* disgrace.

One has to choose *between* this *and* that.

यदि इन वाक्यों में and के बदले or या to का प्रयोग होता तो पक्कर भूख होती।

देखिए, इस वाक्य में देखकर ने लेनी हो भूल की है—

*"The choice before the two countries lay between a closer union negotiated on equal terms or the severance of the existing connection."*

—O. M. TREVELYAN

इन वाक्यों में or के बदले and का प्रयोग होना चाहिए।

Rule (b)—Between के बाद कोई एक Plural Noun या Pronoun आता है या दो Nouns या Pronouns आते हैं जो and से जोड़े रहते हैं, पर इनके (between) बाद Distributive 'each' या 'every' का प्रयोग नहीं हो सकता; जैसे—

He is *between* two horns of a dilemma.

I am *between* two perils.

He is *between* the devil *and* the deep sea.

पहले और दूसरे वाक्यों में between के बाद Plural Nouns वस्तु: "two horns" और "two perils" आते हैं। तीसरे में between के बाद दो Nouns devil और sea आते हैं, जो and से जोड़े गये हैं। ये सही हो प्रयोग ग़ुज़ है; पर ये वाक्य ग़ुज़ है—

There is rivalry *between* each boy.

The batsman blew a whistle *between* every ball.





## PREPOSITIONS

Preposition बहुत ही गहन विषय है, क्योंकि जहाँ हिन्दी में कारक की पाँच-सात विभक्तियों (का, से, में, पर इत्यादि) से काम चल जाता है, वहाँ अँगरेजी में सैकड़ों Prepositions की सहायता लेनी पड़ती है। आप जानते हैं कि हिन्दी के एक 'से' के लिए अँगरेजी में with, by, from, for, since इत्यादि अनेक Prepositions हैं। कहीं 'से' का अनुवाद with होता है, तो कहीं by और यदि since या for का प्रयोग करना हो, तो एक अजीब आफत आ जाती है। यह कारण है कि Prepositions के प्रयोग में इतनी गलतियाँ हो जाती हैं। पर याद रखें कि Prepositions का शुद्ध प्रयोग नहीं जानने पर भाव अँगरेजी भाषा का रसास्वादन नहीं कर सकते। इसलिए आप इनके प्रयोग पर ध्यान दें—

## Rule I. Between

Rule (a)—Between के बाद जब दो Nouns या Pronouns आते हैं तो वे and से संयुक्त रहते हैं, or या to के द्वारा नहीं; जैसे—

Please see me *between* 2 p.m. and 3 p.m.

You have to choose *between* death and disgrace.

One has to choose *between* this and that.

यदि इन वाक्यों में and के बदले or या to का प्रयोग होता तो भयंकर भूल होती।

देखिए, इस वाक्य में लेखक ने ऐसी ही भूल की है—

*"The choice before the two countries lay between a closer union negotiated on equal terms or the severance of the existing connection."*

—G. M. TREVELYAN

इस वाक्य में or के बदले and का प्रयोग होना चाहिए।

Rule (b)—Between के बाद कोई एक Plural Noun या Pronoun आता है या दो Nouns या Pronouns आते हैं जो and से जोड़े रहते हैं; पर इसके (between) बाद Distributive 'each' या 'every' का प्रयोग नहीं हो सकता; जैसे—

He is *between* two horns of a dilemma.

I am *between* two perils.

He is *between* the devil and the deep sea.

पहले और दूसरे वाक्य में between के बाद Plural Nouns क्रमशः 'two horns' और 'two perils' आये हैं। तीसरे में between के बाद दो Nouns devil और sea आये हैं, जो and से जोड़े गये हैं। ये दोनों ही प्रयोग शुद्ध हैं; पर ये वाक्य अशुद्ध हैं—

There is rivalry *between* each boy.

The batsman blew a whistle *between* every ball.



नेमकिल्ल साहब का भी ऐसा हो मत है—

*"But between can be used for more than two things or persons to denote some reciprocal action or relation."*

—NESFIELD : ERRORS IN ENGLISH COMPOSITION

There is a treaty *between* the five great powers.

Our choice lies *between* these four candidates.

There is not much space *between* the three points.

इन वाक्यों में among का प्रयोग उचित नहीं होता, क्योंकि वहाँ परस्पर सम्बन्ध का बोध होता है।

### Rule III. Among and Amongst

दोनों के प्रयोग में बहुत अन्तर नहीं है, पर यह अवश्य कहा जा सकता है कि among का प्रयोग amongst से अधिक होता है। साधारण प्रयोग के लिए आप इस नियम को याद रखें—among या amongst के बाद यदि the आवे, तो किसी भी एक का प्रयोग कर सकते हैं; पर यदि इसके बाद vowel आवे, तो amongst का प्रयोग करना चाहिए—

amongst the men; among the men; amongst us.

जैसा कि महान् आचार्य ने कहा है—

*"It may be said with some confidence that (i) among is the normal word, (ii) amongst is more usual before vowels, but (iii) before the... the two forms are used quite indifferently."*

—FOWLER

### Rule IV. Beside and Besides

Beside का अर्थ होता है, 'बगल में', 'समीप' या 'बाहर'—by the side of या outside; पर besides का अर्थ है 'अतिरिक्त' (in addition to), जैसे—

There is a river *beside* my residence.

Your argument is *beside* the point.

*Besides* English, he knows many other languages.

अब इन वाक्यों को देखें—

He sat *besides* me.

Your answer is *besides* the point.

*Beside* a pen, he has a watch.

यहाँ पहले दो वाक्यों में beside का और तीसरे में besides का प्रयोग होना चाहिए।

## EXERCISE

Q. Correct the following sentences—

(a) The entire property was divided *between* his five sons. (b) You have to choose *among* these two evils. (c) Please distribute these prizes *between* these three boys. (d) He came and sat *besides* his wife. (e) *Beside* my father and mother, my brother also came. (f) *Beside* giving me advice he gives me practical help. (g) There is a treaty of friendship *among* all the five great powers. (h) Distinguish *among* artistic, artful and artificial.

*Hints*—(a) among; (b) between; (c) among; (d) beside; (e) besides; (f) besides; (g) between; (h) between.

### Rule V. With and By

इन दोनों का अर्थ 'से' या 'द्वारा' होता है, पर अन्तर यह है कि *with* का प्रयोग निजीय वस्तु (instrument with which a thing is done) के साथ होता है, और *by* का प्रयोग सजीव कारकेता (agent या doer) के साथ; जैसे—

Mohan was beaten *by* his teacher *with* a cane.

I write *with* a pen.

It was written *by* me.

यहाँ *by* के बदले *with* और *with* के बदले *by* का प्रयोग अनुचित होता।

### Rule VI. In and After

'बाद' (after the lapse of) के अर्थ में Period of Time रहने पर वाक्य में Future Tense के साथ *in* का प्रयोग होता है, *after* का नहीं; जैसे—

He will come *in* a week (एक सप्ताह के बाद आवेगा)।

यहाँ *after* का प्रयोग असुद्ध होता। इसलिये—

He will come *after* a month.

I will see him *after* a few days.

He will see me *after* a week—यहाँ *after* के बदले *in* का प्रयोग होना चाहिए।

*Note*—*After* का प्रयोग Past Tense के साथ होता है; जैसे—

He came *after* a week.

यदि वाक्य में Point of Time (Period of Time नहीं) रहे, तो Future Tense के साथ भी *after* का प्रयोग हो सकता है; जैसे—

I will see you *after* the sixth period.

I will see you *after* you come back.

### Rule VII. In and Within

*In* से 'बाद' का बोध होता है, पर *within* से 'पहले' का; जैसे—

He will come *in* a week. (एक सप्ताह के बाद)

He will come *within* a week. (एक सप्ताह के पहले)

### Rule VIII. At and In

इन दोनों का अर्थ 'में' होता है, पर *at* का प्रयोग छोटे स्थान या समय के साथ होता है और *in* का बड़े स्थान या समय के साथ; जैसे—

He lives *at* home.

He lives *in* India.

He arrived *in* the country.

He will come *at* 5 o'clock *in* the morning.

**Rule IX. In and Into**

इन दोनों का प्रयोग होता है 'में', पर बाहर से भीतर को ओर गति का बोध कराने के लिए into का प्रयोग होता है, और जब कोई वास्तु वास्तविक अवस्था में रहती है तो in का; जैसे—

I am *in* my library.

I entered *into* my library

यहाँ in के रहने into और into के जाने in का प्रयोग उचित नहीं होता।

**EXERCISE.**

*Q. Correct the following sentences—*

(a) He is *into* his garden. (b) I shall be free after a week. (c) I shall go *at* Monday *on* 5 o'clock. (d) The lion was shot with me by a rifle. (e) A woman covers her face by a piece of cloth. (f) The boy was beaten by a cane. (g) A thief entered *in* my room.

*Hints—* (a) in, (b) in, (c) on Monday at 5 o'clock, (d) by me with a rifle, (e) with, (f) with, (g) into

**Rule X. On and At**

समय का बोध कराने के लिए on का प्रयोग खास दिन (day) वा तिथि (date) के रहने होता है, पर at का घंटे (hour) के रहने; जैसे—

I will start *on* Monday.

I will start *on* the 2nd June.

I will start *at* 5 o'clock.

यहाँ रहने दो वाक्यों में at का और तीसरे में on का प्रयोग जरूर होता।

**Rule XI. In and On**

किसी स्थान पर साधारण बराबरी या स्थिति में रहने का बोध कराने के लिए in का प्रयोग होता है, और कहीं विशेष रूप से अवधिकारिक स्थिति में रहने का बोध करने के लिए on का; जैसे—

He is *in* the room.

He is *on* the Committee.

I am *on* the Board of Studies.

यहाँ पहले वाक्य में on का और अन्तिम दो में in का प्रयोग नहीं होना चाहिए।

**EXERCISE**

*Q. Correct the following sentences—*

(a) You are *in* the Board of Directors. (b) I am *in* the Peace Committee. (c) I will go *at* Tuesday *on* 4 o'clock.

*Hints—* (a) on, (b) on, (c) on Tuesday at 4 o'clock.

## Rule XII. By/Before and Within

इनका अर्थ 'पहले' होता है, पर अन्तर यह है कि by/before का प्रयोग Point of Time के साथ होता है, पर within का Period of Time के साथ; जैसे—

I shall go *before* (or *by*) Monday next.

I will start *before* (or *by*) 6 o'clock.

I will see him *within* a week.

यहाँ पहले दो वाक्यों में within और अन्तिम में before का प्रयोग प्रयुक्त होगा।

## Rule XIII. For and Since

इन दोनों ही का अर्थ 'से' होता है, पर इनके प्रयोग में अन्तर यह है कि 'for' Period of Time के साथ आता है, पर 'since' Point of Time के साथ; जैसे—

I have not met him *for* the last one week.

He has not seen me *for* several days.

I have been busy *since* Monday.

He has been suffering from fever *since* January.

यहाँ पहले दो वाक्यों में Period of Time (one week, several days) के साथ for आता है और अन्तिम दो वाक्यों में Point of Time (Monday, January) के साथ since, जो शुद्ध है। Adverb के अन्वय में for तथा since पर विशेष ध्यान रक्ता गया है। हमें अवश्य पढ़ लें।

## Rule XIV. Since and From

इन दोनों ही का अर्थ 'से' होता है और इनका प्रयोग Point of Time के साथ होता है, पर इनमें अन्तर यह है कि since का प्रयोग केवल Past Time (भूतकाल) वाक्यों के लिए होता है और हमनिष्ठ वाक्यों में Present/Past Perfect या Perfect Continuous Tense का प्रयोग होता है, पर from का प्रयोग सभी Tense में होता है। हमनिष्ठ since का प्रयोग Future Tense के साथ करना प्रयुक्त है। उदाहरण—

He has been ill *since* Tuesday.

He will be absent *from* Tuesday

He was absent *from* Tuesday to Thursday.

वे सभी वाक्य शुद्ध हैं, पर He will be absent *since* Tuesday प्रयुक्त है।

## EXERCISE

Q Correct the following sentences—

- (a) You must return *before* a week. (b) It will be done *before* two hours. (c) He is absent *since* Monday. (d) He has been ill *since* a week. (e) He ~~will~~ be absent *since* Monday. (f) I have not seen him *since* several days. (g) I cannot come back *before* a month.

Answers—(a) *within*, (b) *within*, (c) *has been absent*, (d) *for* a week, (e) *from*, (f) *for* several days, (g) *within* a month

## Rule XV. Preposition and Gerund

कुछ ऐसे Verbs और Adjectives हैं जिनके बाद Infinitive (Verb के पहले to लगा हुआ) कभी नहीं आता। ऐसी अवस्था में Infinitive के बदले Preposition आता है और Preposition के बाद हम Gerund (Verb में ing लगा हुआ) आता है। ये हैं—

abstain from, aim at, assist in, bent on, confident of, debar from, desirous of, desist from, despair of, disqualified from, dissuade (one) from, excel in, excuse for, fortunate in, hinder (one) from, hopeful of, insist on, intend on, meditate on, negligent in, passion for, persevere in, persist in, prevent from, (to take) pride in, prohibit (one) from, proud of, refrain from, repent of, succeed in, successful in, think of.

आप इस सूची की सहायता से याद रखें कि किस Verb या Adjective के बाद कौन उपयुक्त Preposition आता है और तब इन Prepositions के बाद Gerund का प्रयोग अवश्य करें। बहुत-से लोग इन Verbs या Adjectives के बाद Preposition का प्रयोग करने के बदले Infinitive का प्रयोग कर देते हैं, जो निस्सन्देह अशुद्ध है। इन बातों को देखें—

He prevented me *to do* it.

He refrains *to do* it.

He is disqualified *to appear* at the examination.

I am desirous *to go*.

I am hopeful *to pass*.

He persists *to do* so.

इन बातों में Infinitive का प्रयोग अशुद्ध है। आप उपयुक्त Preposition का प्रयोग करें और उसके बाद Gerund का, जैसे—

He prevented me *from doing* it.

He refrains *from doing* it.

He is disqualified *from appearing* at the examination.

I am desirous *of going*.

I am hopeful *of passing*.

He persists *in doing* so.

Note—Aim के बाद Preposition और Preposition के बाद Gerund का प्रयोग करने के बदले Infinitive का प्रयोग आजकल काफी चल रहा है जो एक अमेरिकी प्रयोग (American usage) है। शुद्ध अंगरेजी प्रयोग (British idiom) के अनुसार aim at होना चाहिए aim to नहीं, जैसा कि महान् व्याकरणार्थ का विचार है—

“The Verb in the metaphorical sense of purpose or design or endeavour is idiomatically followed by *at with the gerund and not by to with the infinitive*.... And the infinitive construction, though not good British, appears to be good American, since it is certainly a favourite with Emerson....”

—FOWLER : MODERN ENGLISH USAGE



मेरे जानने aim के बाद Infinitive का प्रयोग (aim to) अब केवल अमेरिका तथा सीमित नहीं रह गया है। अंगरेजी के महान् लेखकों ने भी इसको अपना लिया है। F. LEAVIS और T. S. ELIOT साहब ने भी aim to be और aim to return आदि प्रयोग किये हैं—

*"Our second danger is to associate tradition with the immoral to think of it as something hostile to all change; to aim to return some previous condition which we imagine as having been capable preservation in perpetuity, instead of aiming to stimulate the life which produced that condition in its time."*

—T. S. ELIOT

Fowler साहब तथा अन्य प्राचाओं के अनुसार भी यहाँ aim to return के बजाय aiming at returning और aim to stimulate के बदले aiming at stimulating होना चाहिए। मेरी समझ में इस प्रयोग को अब Americanism कहकर दाल देना उचित नहीं अब अंगरेजी के महान् लेखकों ने इसे अपनाया है और साहित्य में इसे सम्मानपूर्ण स्था दिया है, तो उचित यह है कि व्याकरण भी इसे ग्रहण कर ले, क्योंकि व्याकरण और प्रयोग के बीच जितना भन्तर बढ़ता है वह उस भाषा के लिए उतना ही हानिकारक सिद्ध होता है। फिर यह तो मानना ही पड़ेगा कि aim के बाद Gerund का प्रयोग Infinitive से अधिक अच्छा है और प्रयोग में भी अधिकतर यही मिलता है।

## EXERCISE

**Q. Correct the following sentences—**

- (a) Who can prevent me to go there? (b) Would you assist me to do it?  
(c) He is bent to ruin himself. (d) Ram is confident to win. (e) I cannot hinder you to go there. (f) He is negligent to attend the class. (g) I am proud to have a friend like you. (h) He repented to do it. (i) He succeeded to do this work. (j) I have a passion to learn new things. (k) I prohibited him to do that work. (l) I insisted him to leave the place.

**Hints—**(a) from going; (b) in doing; (c) on ruining; (d) of winning; (e) from going; (f) in attending; (g) of having; (h) of going; (i) in doing; (j) for learning; (k) from doing; (l) insisted on his leaving.

### Rule XVI. Ellipsis in Preposition

Preposition के सम्बन्ध में अब एक बात और याद रखें—वाक्य में दो या दो से अधिक शब्दों को जोड़ने पर उनके लिए एक ही Preposition का प्रयोग होता है, यदि वह Preposition उनमें से प्रत्येक शब्द के लिए उपयुक्त (Appropriate) हो, पर यदि वे ऐसे शब्द हों जिनमें से प्रत्येक के लिए वह उपयुक्त नहीं हो (एक के लिए उपयुक्त और दूसरे के लिए नहीं), तो सब प्रत्येक शब्द के बाद उपयुक्त Preposition का अलग-अलग प्रयोग करें, उन सबके लिए एक ही Preposition का नहीं। उदाहरण—

*We should prevent damage to and theft of railway property.*

यहाँ दो Nouns 'damage' और 'theft' को and से जोड़ा गया है। आप जानते हैं कि damage के बाद to आता है, पर theft के बाद of. इन दोनों शब्दों के लिए दो अलग-अलग उपयुक्त Preposition हैं। इसलिए इन दोनों ही Prepositions का प्रयोग किया गया है।

आप ऐसा नहीं लिख सकते—We should prevent damage and theft of railway property, क्योंकि यहाँ 'of' theft के लिए तो उपयुक्त है, पर damage के लिए नहीं। अब इस वाक्य को देखें—

He is not only hopeful but also confident of success.

यहाँ hopeful तथा confident दोनों ही के लिए एक Preposition 'of' का प्रयोग हुआ है, जो शुद्ध है, क्योंकि यह Preposition दोनों ही के लिए उपयुक्त है—of (hopeful + confident). एक-दो उदाहरण और लें—

He was neither ashamed nor sorry for his deeds.

He has interest and passion for sports.

ये दोनों वाक्य असुद्ध हैं। पहले वाक्य में एक ही Preposition 'for' का प्रयोग किया गया है जो sorry के लिए उपयुक्त है, पर ashamed के लिए नहीं, क्योंकि ashamed के बाद of आता है। यहाँ 'for' common factor नहीं है। इसलिए इस वाक्य को बनाकर इस प्रकार की होनी चाहिए—

He was neither ashamed of nor sorry for his deeds.

दूसरे वाक्य में भी 'for' common factor नहीं है, क्योंकि interest के बाद in आता है, for नहीं। अतः इस वाक्य को बनाकर इस प्रकार की होनी चाहिए—

He has interest in and passion for sports.

## EXERCISE

Q. Correct the following sentences—

(a) Please listen and reflect on this matter. (b) He was afraid and alarmed at the sound. (c) I neither object nor approve of it. (d) Let 4 be added or subtracted from 8 (e) It added rather than detracted from its beauty

Hints—(a) listen to; (b) afraid of, (c) object to; (d) added to; (e) added to.

## Rule XVII. Transitive Verb and Preposition

Transitive Verb के साथ Preposition का प्रयोग नहीं होना चाहिए, जैसे—

The poet describes about nature.

He discussed on this problem.

इन वाक्यों में describes और discussed Transitive Verbs हैं। इसलिए पहले वाक्य में about और दूसरे में on का प्रयोग असुद्ध है। इन वाक्यों को बिना Preposition के इस प्रकार लिखना चाहिए—

The poet describes nature.

He discussed this problem.

## EXERCISE

Q. Correct the following sentences—

(a) I asked from him a question. (b) A wife must love to her husband. (c) The conference discussed on the merits of the issue. (d) In these lines the poet has described about death. (e) I will investigate into the case (f) He forgot about me.

*Hints*—(a) asked him; (b) love her; (c) discussed the merits; (d) described death; (e) investigate the case; (f) forgot me.

### Rule XVIII. Transitive Verb and Gerund

Avoid एक ऐसा Verb है जिसके बाद सरा Gerund आता है, Infinitive नहीं आता—

1. He avoids *going* there.

2. She avoids *seeing* me.

इन वाक्यों में Infinitive का प्रयोग इस प्रकार नहीं हो सकता—

1. He avoids to go there.

2. She avoids to see me.

### Rule XIX. 'But' and the Case

But का सर्वत्र except होता है, तब इसका प्रयोग Conjunction और Proposition दोनों ही प्रकार से होता है और इसलिए इसके बाद Nominative और Objective दोनों में से किसी का भी प्रयोग शुद्ध होता है। हाँ, आधुनिक Modern English में but के बाद आने वाले Noun और Pronoun को Nominative Case में रखा जाता है, क्योंकि इसका प्रयोग Conjunction की भाँति हो रहा है। पर, इसका यह हर नहीं कि but के बाद Noun और Pronoun को Objective Case में रचना शुद्ध है। बल्कि में, बोल्बाल की भाँति में, और खास कर American usage के अनुसार but के बाद अधिकतर Objective Case का ही प्रयोग होता है। इन सम्बन्ध में अब इन विषयों पर ध्यान दें—

*"In colloquial use 'me', 'us' etc. are more common after 'but' than 'I', 'we' etc. and are equally correct."*

—THE SHORTER OXFORD DICTIONARY

*"In Modern English the uses of 'but' followed by nouns and pronouns are regarded by most writers as conjunctive, although use as a preposition before pronouns is still prevalent in the spoken language, especially when the pronoun is in the final position."*

—WEBSTER'S INTERNATIONAL DICTIONARY

*"The answer is that but was originally a preposition meaning outside; but is now usually made a conjunction, the Subjective Case being preferred after it when admissible. . . . 'all but he had fled' exemplifies the normal modern literary use, 'All but him' is used by those who either do not know or do not care whether it is right or not, and accordingly it is still good colloquial. . . ."* —FOWLER : MODERN ENGLISH USAGE

*"Custom has sanctioned the ungrammatical phrase but he, but she, but they. But none need be afraid to say but him, but her, but them which would be far better grammar."*

—NEFIELD : ERRORS IN ENGLISH COMPOSITION

एन सभी आचार्यों ने यह स्वीकार किया है कि **but** के बाद **Nominative** और **Objective** में से किसी भी एक का प्रयोग शुद्ध है—**but him** या **but he**. केवल इतना ही अन्तर है कि **but** के बाद **Nominative Case (but he)** आधुनिक साहित्यिक प्रयोग (*modern literary use*) है, क्योंकि अब **but** को अधिकतर **Conjunction** ही समझा जाता है और **but** के बाद **Objective Case (but him)** बोलचाल का प्रयोग (*colloquial*) है, क्योंकि कुछ लोग अभी भी **but** को **Preposition** ही मानते हैं। ये दोनों ही प्रयोग शुद्ध हैं, पर यदि शुद्ध आधुनिक व्याकरण की दृष्टि से देखा जाय तो **but** के बाद **Nominative Case** का प्रयोग **Objective Case** से अच्छा है; जैसा कि **FOWLER** साहब ने भी बताया है। **NESFIELD** साहब का विचार है कि **but him**, **but her** आदि **but he**, **but she** से अच्छे हैं, क्योंकि **but she**, **but he** आदि *ungrammatical* हैं। पर वास्तव में इनका यह विचार न तो युक्तिमंगत है और न आधुनिक ही, क्योंकि जैसा ऊपर कहा गया है, मानकल **but** का प्रयोग अधिकतर **Conjunction** को भाँति हो चला है। मेरा तो विचार है कि आप **FOWLER** साहब के मतानुसार चले और **but him** तथा **but he** दोनों ही को शुद्ध मान लें, पहले को प्रयोग की दृष्टि से और दूसरे को आधुनिक व्याकरण की दृष्टि से। इन दोनों में अधिक अन्धा कौन है, यह प्रश्न उठाना ठीक नहीं क्योंकि यहाँ एक बहुत बड़ा प्रश्न खड़ा हो सकता है कि व्याकरण और प्रयोग में अधिक अन्धा या बड़ा कौन है। सबसे अच्छा विचार तो यह है कि व्याकरण और प्रयोग एक-दूसरे के पूरक हैं, शत्रु नहीं। इसी आधार पर आप इन दोनों ही वाक्यों को शुद्ध मानें—

*All but him had fled away.*

*All but he had fled away.*

#### Rule XIX. Some Appropriate Prepositions

Abhorrence (hatred) <i>of</i>	Addicted (habituated in a bad sense) <i>to</i>
Abhorrent (hateful) <i>to</i>	Adequate (enough) <i>to</i>
Abide (act according to) <i>by</i>	Adhere (stick) <i>to</i>
Abound <i>with, in</i>	Adapted <i>to</i>
Absent <i>from</i>	Admit <i>of</i>
Absolved (excused) <i>of</i>	Adjacent (near) <i>to</i>
Absorbed (engaged) <i>in</i>	Adverse (unfavourable) <i>to</i>
Accede (comply with) <i>to</i>	Affection <i>for</i>
Acceptable <i>to</i>	Affectionate <i>of</i>
Access (approach) <i>to</i>	Affable <i>to</i>
Account (explain) <i>for</i>	Afraid <i>of</i>
Accountable (responsible) <i>to</i>	Agree <i>with</i> a person
Accustomed (habituated) <i>to</i>	Agree <i>to</i> a proposal
Acquainted (familiar with) <i>with</i>	Agreeable <i>to</i>
Acquiesce (agree) <i>in</i>	Akin (related) <i>to</i>
Acquit (declare not guilty) <i>of</i>	Alarmed (afraid) <i>at</i>
Accuse (charge) <i>of</i>	Alien (foreigner) <i>to</i>
Add <i>to</i>	

Alive (conscious) <i>to</i>	Clear <i>of</i>
Allegiance (loyalty) <i>to</i>	Cling (stick) <i>to</i>
Allotted <i>to</i>	Close <i>to</i>
Allude <i>to</i>	Clue (hint) <i>to</i>
Ambition <i>for</i>	Commend (recommend) <i>to</i>
Ambitious <i>of</i>	Comment (remark) <i>on</i>
Amount <i>to</i>	Commit <i>to</i>
Angry <i>with</i> (at a thing)	Common <i>to</i>
Annoyed (vexed) <i>with</i>	Compatible (consistent) <i>with</i>
Anxious <i>for, about</i>	Compe te <i>with</i>
Apologise <i>to</i> (for something)	Competent <i>for</i>
Appeal <i>to</i>	Complain <i>to</i> (against a person)
Apply <i>to</i> (for something)	Comply <i>with</i>
Appropriate <i>to</i>	Congenial <i>to</i>
Apprised <i>of</i>	Conduce <i>to</i>
Aptitude (talent) <i>for</i>	Concur (agree) <i>with</i> a person
Ashamed <i>of</i>	Concur <i>in</i> an opinion or proposi
Aspire <i>to, after</i>	Confuse <i>with</i>
Ascribe <i>to</i>	Congratulate <i>on</i>
Assent (agree) <i>to</i>	Connect <i>with</i>
Associate <i>with</i>	Confined <i>to</i>
Assure <i>of</i>	Connive (overlook) <i>at</i>
Astonished <i>at</i>	Conscious <i>of</i>
Attached <i>to</i>	Consent <i>to</i>
Attributed <i>to</i>	Consist <i>of</i> (materials)
Avail oneself <i>of</i>	Consist <i>in</i> (facts)
Aversion (hatred) <i>to; Averse to</i>	Consult <i>with</i> a person
Bare (without, naked) <i>of</i>	Consult <i>about</i> something
Based <i>on</i>	Content <i>with</i>
Bestow (give) <i>on</i>	Contrary <i>to</i>
Beware (cautious) <i>of</i>	Contribute <i>to</i>
Bind <i>to</i>	Control (noun) <i>over</i>
Bristle (full) <i>with</i>	Convenient <i>to</i>
Brood (think) <i>over</i>	Convict (declare guilty) <i>of</i>
Busy <i>with</i>	Convinced <i>of</i>
Capable <i>of</i>	Cope (keep level) <i>with</i>
Caution <i>against</i>	Correspond (write) <i>with</i>
Careful <i>of</i> money	Correspond (agree) <i>to</i>
Careful <i>about</i> dress	Count <i>for</i>
Charac - ristic <i>of</i>	Crowned (rewarded) <i>with</i>
	Culminate <i>in</i>

- Cure *of*  
 Cut *in, into* or *to* pieces  
 Cut *in* half  
 Dawn *on*  
 Deal well or ill *by* a person  
 Deal (trade) *in*  
 Deal *with* a person *in* trade  
 Deal *with* a subject (write)  
 Decide *upon*  
 Delight *in*  
 Deficient (weak) *in*  
 Depend *on, upon*  
 Deprive (take from) *of*  
 Derive (get from) *from*  
 Desist *from*  
 Despair *of*  
 Desire *for*  
 Desirous *of*  
 Destitute (devoid of) *of*  
 Deter *from*  
 Detract *from*  
 Deviate (depart in bad sense) *from*  
 Devolve *upon*  
 Devote *to*  
 Die *of* a disease  
 Die *from* some cause  
 Differ *with* a person  
 Differ *from* anything  
 Different *from*  
 Diffident (not confident) *of*  
 Dilate (enlarge) *on*  
 Discontented *with*  
 Disdain (hatred) *for*  
 Dispense *with*  
 Dispose *of*  
 Dissuade (discourage) *from*  
 Distinguish *between* two things  
 Distinguish one thing *from* another  
 Due *to*  
 Divert (turn away) *from*  
 Dream *of*  
 Draw money *on* a bank  
 Dwell (speak or write in detail) *on*  
 Eager *for*  
 Eligible (qualified) *for*  
 Emerge (come out) *from*  
 Employ *in*  
 Encroach (trespass) *on*  
 Encumbered (burdened) *with*  
 Endear (make dear) *to*  
 Endowed (enriched) *with*  
 Engage *in*  
 Enter *upon* a career  
 Enter *into* plans  
 Err (mistake) *on* the side *of*  
 Envious *of*  
 Equal *to*  
 Equivalent (equal) *to*  
 Escape *from*  
 Essential *to*  
 Estimated *at*  
 Exception *to*  
 Exchange one thing *for* another  
 Exchange *with* a person  
 Exclusive (excluding) *of*  
 Exempt (free) *from*  
 Explain *to* a person  
 Expect *of, from*  
 Expert *in, at*  
 Exposed (unprotected) *to*  
 Fail *in* an attempt  
 Fail *of* a purpose  
 Fall *in* love with a person  
 Fall (attack) *on*  
 Fall *into* a mistake  
 Fall *in* with one's views  
 Famous *for*  
 Feed (live by eating) *on*  
 Feed (give food) *with* something

Feel <i>for</i> a person	Interest or interested <i>in</i>
Fertile <i>in</i>	Involved (entangled) <i>in</i>
Fill <i>with</i> anything	Invite a man <i>to</i> dinner
Find <i>of</i>	Irrelevant (not to the point) <i>to</i>
Free of charges, <i>from</i> troubles	Irrespective (without considering) <i>of</i>
Furnished (supplied) <i>with</i>	Jest <i>at</i>
Glance <i>at</i> an object	Jealous <i>of</i>
Glance <i>over</i> a letter	Knock <i>at</i> a door
Glory (take pride) <i>in</i>	Knock <i>against</i> something
Grasp (hold fast) <i>at</i>	Know <i>of</i>
Grateful <i>to</i>	Lacking <i>in</i>
Guard <i>against</i>	Lament <i>for</i>
Guess <i>at</i>	Laugh <i>at</i>
Guiltily <i>of</i>	Lean <i>against</i> a wall
Hanker (wish for) <i>after</i>	Lean <i>on</i> a stick
Hear <i>of</i>	Listen <i>to</i>
Heal <i>of</i>	Liable <i>to</i>
Hide <i>from</i>	Lost <i>in</i>
Hinge (depend) <i>on</i>	Marry one <i>to</i> another
Hint <i>at</i>	Match <i>for</i>
Hope <i>for</i>	Mindful <i>of</i>
Identify <i>with</i>	Mourn (be sad) <i>for</i> the dead
Ignorant <i>of</i>	Muse (think) <i>upon</i>
Impart <i>to</i>	Neglectful <i>of</i>
Import <i>into, from</i>	Object (dislike) <i>to</i>
Impose (lay on) <i>on</i>	Obstacle <i>to</i>
Indebted (obliged) <i>to</i>	Occur <i>to</i> one's mind
Inaccessible <i>to</i>	Offend <i>against</i> something
Inimical <i>to</i>	Operate <i>on</i> a person
Instinct <i>with</i>	Opposite <i>to</i>
Indigenous <i>to</i>	Owes <i>to</i>
Independent <i>of</i>	Part <i>with</i> (depart)
Indispensable (essential) <i>to</i>	Partake (share) <i>of</i>
Indicative <i>of</i>	Passion (strong desire) <i>for</i>
Indulge <i>in</i>	Prefer/Preferable <i>to</i>
Infer (conclude, deduce) <i>from</i>	Prepare (get ready) <i>for</i>
Inflict punishment <i>on</i>	Preside <i>at, over</i>
Innocent <i>of</i>	Peculiar <i>to</i>
Inquire <i>into</i>	Prevent <i>from</i>
Inspire (encourage) <i>with</i>	Preventive <i>of</i>
Interfere <i>with</i>	

(Take) pride <i>in</i>	Smell <i>of</i>
Proud <i>of</i>	Sneer (mock) <i>at</i>
Profit <i>by</i>	Snatch (take by force) <i>at</i>
Protest (object) <i>against</i>	Speak <i>of</i> a subject (in brief)
Protect <i>from</i>	Speak <i>on</i> a subject (at length)
Purge (clear) <i>of</i>	Stare (look attentively) <i>at</i> a person
Quake <i>with</i>	
Reflect (think) <i>on</i>	Stare <i>in</i> the face
Relate/Related <i>to</i>	Start <i>for</i>
Relieve <i>of</i> a duty	Stick <i>at</i> nothing
Relieve <i>from</i> doubts or anxieties	Stick <i>to</i> a point
	Stoop (bend) <i>to</i>
Rely (depend) <i>on</i>	Struggle <i>with</i>
Remind <i>of</i>	Subscribe <i>to</i>
Remarkable <i>for</i>	Substitute <i>for</i>
Repent <i>of</i>	Suffer <i>from</i>
Replete (full of) <i>with</i>	Sufficient <i>for</i>
Resemblance (similarity) <i>to</i>	Superior <i>to</i>
Restrain (prevent) <i>from</i>	Susceptible <i>to</i>
Restrict <i>to</i>	Suspect <i>of</i>
Revenge oneself <i>on</i>	Sympathise <i>with</i>
Revenge <i>for</i> something	Sympathy <i>for</i>
Revolt <i>against</i>	Teem <i>with</i> (full of)
Rob <i>of</i>	Testify <i>to</i>
Rule <i>over</i>	Tide <i>over</i>
Safeguard <i>against</i>	Tolerant <i>of</i>
Save <i>from</i>	Tremble <i>at</i>
Seek <i>after, for</i>	Trust <i>in</i>
Send <i>for</i> a doctor	Truthful <i>in</i>
Sensible (aware) <i>of</i>	Versed <i>in</i>
Set <i>about</i> (begin)	Void <i>of</i>
Shudder (tremble) <i>at</i>	Wanting (lacking) <i>in</i>
Side <i>with</i> a person	Yield (surrender) <i>to</i>
Similar <i>to</i>	

## EXERCISES WORKED OUT

[Exercises from Nesfield's Grammar]

## (A)

I acquit you *of* all complicity *in* that crime; and hope you will be compensated *for* the annoyance entailed *upon* you *by* the groundless imputation.



I was horrified *at* the sight *of* so much distress.

He did not die *of* cholera but *from* the effects *of* over exposure *to* the sun *at* an unhealthy time *of* the year.

This shopkeeper deals *in* grain, but he did not deal honestly *by* me and I shall have no more dealings *with* him in future.

You will have to answer *to* me *for* your misconduct.

Forty students competed *with* one another *for* a single scholarship.

I must consult *with* you *on* that matter shortly.

Do not exult offensively *in* the victory you have won *over* your rival.

He is not possessed *of* much wisdom but possessed *with* a very high notion *of* his own importance.

Will you entrust me *with* that letter? No, I will entrust nothing *to* you.

Always be prepared *for* the worst.

That motive prevails *with* me.

I prevailed on him to make the attempt, but he could not prevail *over* his adversary.

I rejoiced not only *in* my own success, but also *at* yours.

We must provide *for* our children *against* the evil day.

Some men stick *to* their point.

Why do you stare me *in* the face? It is bad manners to stare *at* one in that manner.

The ship touched *at* Gibraltar.

He touched *upon* the subject *of* tides.

He supplied money *to* the men; and they supplied his horses *with* provender.

He could smile *at* their threats, for fortune continued to smile *on* him.

They proceeded *with* the business that they had commenced yesterday, before they proceeded *to* the consideration *of* any new questions.

Do not live *for* riches, but whatever you live *for*, live *by* honest labour; and if you have to live *on* a small income, live *within* your means.

He is labouring *under* a misapprehension, but he thinks he is labouring *on* a good cause and *for* the public welfare.

He once laid me *under* an obligation, and therefore, I am very unwilling to lay the blame *of* this affair *to* his charge.

He not only intruded *into* my house but *upon* my leisure, for I was engaged *at* that time *in* reading an interesting book.

The railways intersect *with* each other *at* this place.

Let me intercede *with* you *for* my friend.

I enquired *of* him *concerning* that matter.

He is impressed *with* that notion, and he desires to impress it *on* me.

(B)

The river *to* which I went *with* my brother abounds *in* fish; we took a boat and rowed *across* the stream *to* the opposite bank.

He promised to abide *by* the contract, and they relied *on* his honour *for* its fulfilment. But they were disappointed *of* their hopes, and found they could never trust their work *to* him again.

He lives *at* small cost, and he does so *by* abstaining *from* every kind of luxury and accustoming himself *to* humble fare such as is suitable *to* a person *of* small income.

The person who stood *before* the Judge yesterday was accused *of* throwing a stone *at* his neighbour's window, but nothing more came *of* the matter, and he was acquitted *of* the charge imputed *to* him.

A man *of* honour will adhere *to* his convictions, and act *from* a sense *of* duty, even if men rail *at* him and think him weak *of* understanding and wanting *in* commonsense.

The intentions *of* that man admit *of* no doubt; we must agree *to* his terms, whether we approve *of* them or not, and there is no reason to be anxious *about* the result.

Aim *at* doing your duty *at* all risks, and do not be uneasy *in* mind *about* the consequences.

He was much alarmed *at* what he had just heard, and alluded *to* it as soon as he arrived *at* my house and alighted *from* his carriage.

The ship stopped a little way *off* the shore and an experienced man was at once appointed *to* the post *of* pilot *for* bringing her *into* port.

He had a great affection *for* his parents, but he had no taste *for* hard work and was not attentive *to* his studies.

One man complained *to* the Magistrate *of* A's dishonesty; another brought a complaint against A *about* some debt; in fact, A has made many enemies *for* himself.

When you attend school, attend *to* your studies. What has been the cause *of* your idleness, hitherto? Surely there was no just cause *for* such laziness.

He took advantage *of* my ignorance; but he gained no real advantage *over* me *in* the end.

I am vexed *with* him *for* what he has done.

A man is adapted *for* any occupation which is adapted *to* his capacities.

I am annoyed *with* him *for* saying that; and I am not easily annoyed *at* trifles.

### (C)

Whatever you decide *on* stick *to* it and do your best *under* difficulties.

I understand *from* all I hear that, though he despairs *of* success, nothing will deter him *from* his purpose.

I differ *with* you *at* the exact point *in* which dogs differ *from* wolves *in* shape or kind. But there is no difference *of* opinion *as to* their comparative fierceness.

He is so weak that all food disagrees *with* him. Care must be taken that he does not die *from* weakness.

He was deprived *of* that very thing *in* which he delighted most.

I depended *on* his coming *at* four o'clock; but *notwithstanding* all the hopes I had formed he deviated *from* his purpose and did nothing to defend me *from* injustice.

I disapprove *of* your way *of* working, and must, therefore, dispense *with* your services.

A blind man cannot distinguish light *from* darkness. Death does not distinguish *between* the rich and the poor.

I can divide this apple *between* two persons, but it is too small to be divided *among* forty; for it cannot be divided *into* forty parts.

When they had disposed *of* all their wares, there was a dispute *about* the profits, each man differing *with* the other.

Dissuade him *from* this folly, if you can; but I fear he is weak in his head *from* constant overwork and anxiety.

I will have nothing to do *with* a man who tries to domineer over everyone and cavils *at* everything which does not coincide *with* his own opinion.

More things are wrought *by* prayer than this world dreams *of*.

He dwells *among* a simple-minded people, *at* the Kalpi village, *in* the northern part *of* the district.

He dwelt *for* a long time *on* that subject but no one really knew what he was driving *at*.

The Magistrate's decision *on* that case was not *in* accordance with the evidence. We must appeal *to* a higher court, where perhaps this slur *on* our character will be removed.

He has an excellent appetite *for* his dinner; but no aspiration *for* anything higher.

The hill was veiled *in* a mist; and we were tired *of* waiting till the mist cleared *off*, besides being tired *with* our exertions.

I am reconciled *with* my opponent, but not *to* my losses.

He was disqualified *for* the post on account *of* age, but he was not disqualified *from* competing *for* a diploma.

It is better to be clothed *in* rags than to be clothed *with* shame.

(D)

He embarked *on* board the steamer, which was to take him *to* India, where we intended to embark *in* some kind of trade.

He was more popular than most men *with* the people *of* the country.

In some place the sea encroaches *on* the land, *in* others the land gains *on* the sea. This is so well known, that I need not expatiate *on* it any further.

As soon as he emerged *from* poverty, he entered *into* partnership *with* a man *of* wealth, and the two then entered *upon* a grand commercial career.

I will exchange this book *with* you *for* another, if you have a good one to offer me *in* exchange.

He rejoiced *in* his success, and exulted *over* his fallen rival. I am not familiar *with* that subject, so I cannot fall *in* with your views, or engage *in* this controversy any longer.

He fought *with* the robbers *for* his life. The Spaniards allied *with* the English fought *against* the French *in* what is called the Peninsular War.

While the cat was running *at* the mouse, the mouse ran *into* its hole and freed itself *from* danger.

Be so good as to furnish me *with* a copy of that letter. Furnish medicine *to* the sick.

A glance *at* this letter will convince you of its contents that he is grasping *at* your money. Everyone will grieve *for* your loss.

He increased *in* wisdom *with* the increase of age, and at last grew *out* of follies of his boyhood and youth. Thus *by* degrees he rose to eminence *in* his profession.

A young man should be *on* his guard *against* bad company, and beware of falling *into* their evil ways.

He loitered *about* this place *for* the greater part of the day, sometimes leaning *against* the wall, and sometimes strolling *to* the opposite side of the street.

Madagascar is an island *off* the east coast of Africa. The French could not prevail *upon* the inhabitants to surrender *without* an effort.

We must get rid *of* this difficult business at once. Let us inquire *about* the danger; and be ready *against* the evil day.

Your words are strange and quite *beyond* my comprehension. It is foolish to say what no one can understand and I thought you were *about* such folly.

This leaves no stain *on* his character, and no further prejudice *against* him should be entertained, as he has now cleared himself *of* all the faults imputed *to* him.

I have no liking *for* that man; in fact, I have taken a decided dislike *to* him. For all that, I wish to deal fairly *by* him.

My relations *with* him are now quite friendly and there is no ill feeling left *in* relation *to* that dispute.

Did you beg pardon *of* the teacher? No, I do not like to entreat anyone *for* mercy.

I cannot agree *with* you *in* this matter; and therefore I do not agree *to* your proposal.

I blush *at* my own fault more than I blush *for* your reputation.

Rhetoric might be compared *with* poetry.

I am in 'need *of* good advice, but there is no need *for* your reproaches.

There is no use *in* my purchasing that article, for I have no use *for* it.

I have failed *of* my purpose because I failed *in* my first attempt and was not allowed to make another.

He is invested *with* full authority *by* me to invest my money *in* that speculation.

He is profuse *in* his promises, but not at all profuse *of* his money.

## (E)

You must apologise *to* him *for* what you have done, even though the act was not done *with* any bad intention.

You will have to answer *to* your master *for* that mistake and you may hope *for* pardon, if you ask *for* it *in* the proper way.

You can appeal *to* a higher court and apply *for* a fresh trial; but it will be wiser to appoint some man who is versed *in* such matters to act as arbitrator *between* you and the opposite party.

To continue arguing and disputing *with* a man, when you are certain that he will not assent *to* your own views is not wise *of* you; men will only blame you *for* wasting your time, and ascribe your conduct *to* obstinacy.

While he was battling *with* the sea, the wind rose and the waves beat *against* the shore, he begged *for* help *from* those persons who were *in* the boat, and they pulled him up *out of* the water.

I have bestowed great attention *on* that subject; and I bethought myself *of* one thing, namely, that a bridge must be built at once *over* the river, and that this bridge should be *of* iron, not *of* wood or brick.

One man boasts *of* his wealth, another prides himself *on* his wisdom : we cannot help blushing *for* persons who are so wanting *in* modesty and who cannot blush *at* their own faults.

India borders *on* Burma, and is separated *from* it partly *by* the Bay of Bengal, which lies *between* them, and partly *by* a line *of* mountains situated *to* the north *of* the Bay.

A man should not brood *over* his troubles, however much he may be burdened *with* them.

She burst *into* tears, when she found that he did not care *for* her affection.

I am indifferent *to* heat and cold, because I have a strong chest and there is no need *for* caution; I am sorry, however, that you have need *for* so much caution *with* every change *in* the weather.

He has a great capacity *for* mathematics and *in* respect of this subject his teacher has a great respect *for* his abilities.

In consideration *of* the fact that no one is perfect, you ought to show more consideration *for* other men's weaknesses, though there is no need to connive *at* their faults.

### (F)

A drowning man will catch *at* a straw; and if he escapes, you need not caution him again *against* the danger *of* throwing himself *into* the water and bathing *out of* his depth.

Cease *from* speaking evil *of* others, and cling *to* charity. You will yourself be judged according *to* your judgment *of* others.

It is useless to clamour *for* what we cannot have. Do not complain *of* your lot. Be content *with* what you have already, and leave the future *to* Providence.

An eye *for* an eye, and a tooth *for* a tooth; this was the old law but it has now been superseded *by* the duty *of* forgiveness.

They brought a complaint *before* the Magistrate *against* their neighbour, who *without* asking their consent had dug a hole *almost* under the foundation *of* their house and thus rendered it unsafe *for* a dwelling place. The Magistrate complied *with* their request and issued a summons *against* him. He sentenced him *to* a fine *for* trespass.

A man who confides *in* a friend will not conceal anything *from* him, but will confer *with* him *on* all matters *of* real importance.

The wing *of* a bird corresponds *to* the arms *of* a man.

I had a long correspondence *with* him *on* the wisdom *of* conforming *to* custom, but he did not yield *to* my advice and remained unconvinced *of* his error. A man convinced *against* his will *is of* the same opinion still, as you know *from* the proverb. You cannot cure a man *of* his prejudices.

The culprit craved *for* pardon, and succeeded *in* getting it.

One cock crowed *over* the other *on* account *of* its victory, as one man boasts *of* having conquered another, and exults *over* his defeated rival.

You cannot compete *with* a man who is superior *to* yourself *in* resources. It is better to acquiesce *in* the fact that he has the advantage *over* you.

That trader there, who deals *in* cotton goods, has dealt hardly by his customers, and they must not concede *to* his demands *in* future.

The point you spoke *of* will be attended *to*. But if you ever touch *upon* it again, I hope you will speak *at* length *on* the wider question *on* which that point hinges.

This is an exception to the usual rule, I hope, therefore, you will make an exception *of* my son's case, and show some forbearance *for* his inexperience.

Live amenably *to* reason, and independently *of* other men's help.

It is better even to be blind *of* one eye, than to be blind *to* one's own faults.

He is committed *to* a policy which he now dislikes and is not at all certain *of* its success.

He is blessed *in* his children, who have all turned out well; but he is not blessed *with* good health.

The ship is bound *for* India, and is bound *by* contract to arrive *at* Calcutta by the 18th of July.

He is accountable *to* his master *for* the money.

I do not concur *with* you *in* that opinion.

The decision *of* the dispute is left *to* me; but I have not yet given my decision *on* the matter.

I have had much experience *of* sicknesses, but none *in* curing them.

He guesses *at* his answer; for he has no genius *for* mathematics; in fact, he is not a genius *in* anything.

In old times an irruption was made *into* England *by* the Danes, who *at* first were more than a match *for* the Saxons.

I have no influence *over* that man; and therefore, my advice has no influence *on* his actions.

## REFRESHER COURSE I

*Correct the following sentences—*

1. Everyone except she sang a song.
2. Nobody but me was able to answer the question.
3. Let it be divided between you and I.
4. Nothing can prevent me to do what I like.



5. Would he not accept of my invitation ?
6. Why did you not reply my letter ?
7. This problem has to be considered in every point of view.
8. How can I agree with your proposal ?
9. Why should I differ with you ?
10. Please write me at your earliest.
11. Can you connect the one to the other ?
12. I will prefer death rather than dishonour.
13. Is she ill from fever ?
14. This scheme is entirely different to what I planned.
15. Has he really profited from your loss ?
16. He would prefer dying than begging.
17. She was presented with a nice gift.
18. I am not averse to play football
19. Is he really addicted to gamble ?
20. I am confident to secure victory.
21. He is expert to cook up stories.
22. I insisted to have my say in the matter.
23. He was justified to blame you.
24. Nothing can hinder me to go there.
25. He persisted to give me the same reply.
26. He thought to win over the enemies.
27. I decline saying anything at present.
28. I hope passing the examination.
29. She expects meeting her friends.
30. I am inclined holding this view.

*Hints*— 1. except her; 2. but I; 3. you and me; 4. me from doing; 5. accept my invitation; 6. reply to; 7. from every; 8. agree to; 9. from you; 10 write to; 11. with the other; 12. death to dishonour; 13. ill of; 14. different from; 15. by your loss; 16. dying to; 17. presented a nice gift; 18. to playing; 19. to gambling; 20. confident of securing; 21. expert in cooking up; 22. insisted on having; 23. justified in blaming; 24. me from going; 25. persisted in giving; 26. thought of winning over; 27. decline to say; 28. hope to pass; 29. expects to meet; 30. inclined to hold.

## REFRESHER COURSE II

**Q. 2. Fill up the blanks with appropriate prepositions—**

1. You are proficient—Physics but deficient—Chemistry.
2. One must conform—rules. One's actions must be—conformity—rules.
3. My views may be different—yours but you should not be indifferent—your interests.
4. He is endowed—divine gifts.
5. I differ—him but my pen does not differ—his. It does not differ—all respects.
6. I have now retired—service. I now wish to retire—a jungle.
7. While labouring—a noble cause, I had to labour—a lot of handicaps. I have laboured hard—my book.

8. He is not entitled—all the honours which have been showered—him.

9. Promotion acts as an incentive—hard work.

10. I have considerable influence—my students but I have no influence—any minister. Your suggestions had a remarkable influence—my career.

11. I am anxious—my son's result. I am anxious—avoid future litigation. I am anxious—my son's welfare.

12. He met me—my way home and I asked him to meet me—the office. My appeals—peace—the town met—a rather poor response.

13. He hindered me—leaving the meeting. Dowry system is a hindrance—suitable marriages.

14. What a contrast—his father! What a contrast—the two brothers!

15. He is greatly appreciated—his skill—acting.

16. India cannot yield—the ambition—the Chinese to take—force a portion—her northern borders.

17. A number—accidents are due—rash driving—the crowded roads—large cities.

18. The rules—grammar are essential parts—speech and usage peculiar—a language.

19. I am indebted—you—writing—me—time.

20. Most of the corruptions prevalent—our society are due—ambition—power. We should not be ambitious—fame—the cost—our society.

*Hints*—1. to, in; 2. to, in, with; 3. from, to; 4. with, 5. with, from, in; 6. from, to; 7. for, under, at; 8. to, upon; 9. to; 10. over, with, on; 11. about, to, for; 12. on, in, for, of, with; 13. from, to; 14. to, between; 15. for, in; 16. to, of, by, of; 17. of, to, in, of; 18. of, of, to; 19. to, for, to, in; 20. in, to, for, of, at, of.

### REFRESHER COURSE III

*Explain why the following sentences are correct or incorrect—*

1. His father is ill since two months.
2. I sat under the feet of a great teacher.
3. Between you and I neither of us is to blame.
4. He is absent since two months.
5. Please excuse me being late by a few minutes.
6. I insisted my friend to call a doctor.
7. He is angry upon me.
8. He does not obey to my orders.
9. Who were you talking to?
10. I was prevented to go there.
11. I ordered for his dismissal.
12. All but him had fled away.
13. Here the poet describes about a lover.
14. He is justified to blame you.
15. I have great pleasure to introduce him to you.
16. When did he reach at the station?
17. He has not written me for a long time.
18. He asked from me a question.



## VERBS

### TEST YOURSELF

*Q. Correct or justify the following sentences and then compare your results with the key given overleaf—*

1. He prefers to die than to live in misery.
2. I could not avail of that lucky chance.
3. I would like to know your valuable opinion.
4. Will I pass the B.A. Examination this time ?
5. He did nothing but to laugh and sing all the time.
6. They did not and could not have known it.
7. No one has or can ever prove the existence of God.
8. He promised that he will must help me.
9. I reached the station before the train started.
10. Milk tastes sweetly but eurd tastes sourly.
11. I will be happy if I were a bird.
12. I would not do that if I was you.
13. I heard him to weep and to cry at night.
14. Please pardon me reminding you.
15. The ship has sunken in this river.
16. English Grammar is not difficult to be learnt.
17. Reading in the library, my dog began to bark.
18. I prefer fish rather than meat.
19. I hope to have succeeded in this work.
20. I should have liked to have seen you.

## KEY

(1) rather than live, or dying to leaving—Rule V (b). (2) availed myself of—Rule VII. (3). Correct, but better than this is—I should like—Rule IX (d). (4) Shall I pass—Rule IX (b). (5) but laugh and sing—Rule XIX (c). (6) did not know—Rule XVII. (7) has proved—XVII. (8) would certainly help—Rules IV and X (a). (9) had reached—Rule XI. (10) sweet....sour—Rule XVI. (11) would be—Rule XVIII. (12) I were you—Rule XVIII (b). (13) heard him weep and cry—Rule XIX (a). (14) my reminding you—Rule XXII. (15) has sunk—Rule XXVI. (16) to learn—Rule XXI. (17) while I was reading in the library—Rule XXIV. (18) fish to meat—Rule V (a). (19) to succeed—Rule XX. (20) to see you—Rule XX.

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## CHAPTER IX

### VERBS

भिन्न-भिन्न प्रकार के वाक्यों में Verb का क्या Number होना चाहिए तथा इसका position वाक्य में कहाँ होना चाहिए, इन सभी पर Syntar के अध्याय में Agreement तथा Position of Words को खर्च के सिलसिले में विचार हो गया है। इन अध्याय में हमें अन्य विषयों पर ध्यान देना है।

#### Rule I. Is and Am

ये दोनों ही singular हैं, पर इन दोनों में अन्तर यह है कि 'is' Third Person Singular है और 'am' First Person Singular. इसलिए is का प्रयोग he, she और it के साथ होता है, पर am का I के साथ। ऐसा क्यों होता है? यह भाषा-विज्ञान (philology) का विषय है जो यह बतलाता है कि am 'eimi,' 'asmi' आदि Verbs का ही एक परिवर्तित रूप है—

"Anglo-Saxon am, Eom, is akin to Gothic im old Norse em, Lithuanian esmi, Latin sum, Greek eimi, Armenian em, and Sanskrit asmi."

—WEBSTER'S NEW INTERNATIONAL DICTIONARY

इसी प्रकार, is भी 'esti,' 'asti' आदि का ही रूप है—

"Is is akin to Gothic ist, Lithuanian esti, est, Latin est, Greek esti, and Sanskrit asti."

—WEBSTER'S NEW INTERNATIONAL DICTIONARY

आप जानते हैं कि 'eimi,' 'asmi' आदि का प्रयोग First Person Singular Pronoun के साथ होता है और 'esti,' 'asti' आदि का Third Person Singular Pronoun के साथ। इसीलिए am का प्रयोग वेबल First Person Singular Pronoun (I) के साथ होता है और is का Third Person Singular Pronoun (he, she, it) के साथ। यही इनके प्रयोग का ऐतिहासिक तथा वैज्ञानिक आधार है। इसलिए I के साथ is का प्रयोग और he, she, it के साथ am का प्रयोग हो ही नहीं सकता। हाँ, इंग्लिश के अल्पसंख्यक ऐसा प्रयोग करते हैं, पर हमें उनका अनुकरण नहीं करना चाहिए।

### EXERCISE

Q. Correct the following sentences—

(a) I is Headmaster of this school. (b) I is he. (c) I is a teacher in an H. E. School.

Hint—Use, 'am' instead of 'is.'

## Rule II. Is and Become

Is का अर्थ है 'है,' पर become का 'हो जाना' या 'होना'। हमने स्पष्ट है कि जब कोई चीज रहने या होने की आवश्यक अवस्था में रहती है तब Is का प्रयोग होता है, जब कोई चीज एक अवस्था से किसी दूसरी अवस्था में बदलती है तब वहाँ become का प्रयोग होता है; जैसे—

He *is* a king. (वह राजा है।)

He *became* a king. (वह राजा हो गया।)

पहले वाक्य से यह मान्य पड़ता है कि वह रहने ही से राजा था; पर दूसरे से यह मान्य पड़ता है कि वह पहले राजा नहीं था, बाद में राजा हो गया। एक-दो उदाहरण और लें—

He *is* angry.

He *became* angry.

पहले वाक्य से यह पता चलता है कि वह क्रोध की अवस्था में पहले से ही है; पर दूसरे से यह बोध होता है कि क्रोध की अवस्था में पहले से नहीं था, वह एक अवस्था से दूसरी अवस्था में (क्रोधावस्था में) परिणत हो गया। तो, जग याद रखें कि become से यह बोध होता है कि कोई वस्तु एक अवस्था से दूसरी अवस्था में बदल जाती है। इस वाक्य को देखें—

There *became* a meeting.

यहाँ became का प्रयोग असुद्ध है, क्योंकि 'meeting' एक अवस्था से दूसरी अवस्था में बदल नहीं जाता। अतः यहाँ was का प्रयोग होना चाहिए।

## Rule III. May and Can

इनके प्रयोग में थोड़ी सावधानी की आवश्यकता है, क्योंकि 'सक्ता' के अर्थ में may से आज्ञा (permission) का, पर can से सामर्थ्य (power या capacity) का बोध होता है, जैसे—

You *can* do (तुम कर सकते हो), क्योंकि तुममें सामर्थ्य है।

You *may* do (तुम कर सकते हो), इसके लिए तुम्हें आज्ञा दी जाती है।

इसलिए अर्थ को ध्यान में रखकर ही अब may या can का प्रयोग करें, सज्जनों! Interrogative sentence में; जैसे—

May I go out, Sir?

Can I go out, Sir?

May you help me?

Can you help me?

दूसरे तथा तीसरे वाक्य का अर्थ ही नहीं लगता और इसलिए इसके शुद्ध रूप हैं क्रमशः पहले और चौथे वाक्य।

Note—आजकल अमेरिका में आज्ञा (permission) माँगने के लिए may के बरने can का प्रयोग हो जाता है। वहाँ के एक आचार्य ने इस वाक्य को लिखा है—Mother, can I go out to play?—और इसको शुद्ध बताते हुए अपना मत इस प्रकार प्रकट किया है—

“Mother, can I go out to play?”—Right. If you insist that your child say may and nothing but may, when asking for permission, modern

parents may consider you old-fashioned and puristic. Can is not discourteous, incorrect, or vulgar—and the newest editions of the authoritative dictionaries fully sanction the use of can in requesting rights, privileges or permission.”

—NORMAN LEWIS : WORD POWER

इस सम्बन्ध में मेरा मत है कि may के बदले can का प्रयोग अभी बिल्कुल बातचीत तक हो सीमित है। यह अभी तक साहित्यिक प्रयोग नहीं हो सका है। इसलिए अब may और can के प्रयोग में अन्तर मानें।

## EXERCISE

**Q. Correct the following sentences—**

(a) None may live without air. (b) Can I come in, Sir? (c) You can come in, if you so like.

*Hints—*(a) can; (b) may; (c) may.

### Rule IV. Should and Must

ये दोनों ही Auxiliary Verbs हैं और इसलिए Conjunction के द्वारा जोड़कर वाक्य में इनका प्रयोग हो सकता है, पर दोनों का प्रयोग एक साथ और बिना Conjunction द्वारा जोड़े हुए करना गलत है; जैसे—

He *should must* do it.

He *should and must* do it.

पहला वाक्य अशुद्ध है, पर दूसरा शुद्ध, क्योंकि पहले वाक्य में *should* और *must* को Conjunction के द्वारा जोड़ा नहीं गया है। अब ऐसी भूलों से बचने के लिए और जहाँ *should must* का अर्थ हो, वहाँ *should certainly* या सिर्फ *must* का प्रयोग करें, पर *should must* का कभी नहीं। इसी प्रकार, *will must* और *shall must* का भी प्रयोग सर्वथा अनुचित है। अब ऐसे वाक्य में केवल *must* का प्रयोग करें या *shall certainly*, *will certainly* का।

## EXERCISE

**Q. Correct the following sentences—**

(a) He will must come today. (b) You should must do it at once. (c) I will must punish him. (d) I shall must start tomorrow.

*Hints—*(a) must come today, or will certainly come today; (b) must do it at once, or should certainly do it at once. (c) will certainly punish him, or must punish him, (d) shall certainly start, or must start

### Rule V. Prefer to/Rather than

**Rule (a)—**यदि *prefer* के बाद Noun, Pronoun या Gerund आये तो *to* का प्रयोग करना चाहिए, *than* या *rather than* का नहीं; जैसे—

I prefer work *to* rest.

I prefer you *to* him.

I prefer walking *to* riding.



यहाँ पहले वाक्य में prefer के बाद दो Nouns 'work' और 'rest' आते हैं, दूसरे में दो Pronouns 'you' और 'him' और तीसरे में दो Gerunds 'walking' और 'riding'। इसलिए इन वाक्यों में to का प्रयोग किया गया है। इन वाक्यों में to के बर than का प्रयोग सभ्य होता।

Rule (b)—यदि prefer के बाद Infinitive आये, तो to के बर rather than का प्रयोग करना चाहिए, मित्र than का कभी भी नहीं; जैसे—

He prefers to die rather than pay.

He prefers to live rather than die.

इन दोनों वाक्यों में prefer के बाद क्रमशः to die और to live का प्रयोग है, जो Infinitive है। इसलिए Infinitive के बाद rather than का प्रयोग दुष्ट है। यहाँ rather than के बरते मित्र than या to का प्रयोग सर्वथा अनुचित होता। इस सम्बन्ध में बाद इस विचार पर ध्यान दें—

"Prefer has two constructions— 'I prefer this (living) to that (dying)', and 'I prefer to do this rather than that'. The infinitive construction must not be used without rather."

—TOWLER : MODERN ENGLISH USAGE

Note—यदि Infinitive के बाद rather than का प्रयोग नहीं करना चाहें, तो Infinitive को Gerund में बदल दें और rather than के बरते to का व्यवहार करें; जैसे—

He prefers to die rather than pay.

He prefers dying to paying.

## EXERCISE

### Q. Correct the following sentences—

(a) He prefers to read than to write. (b) I prefer rice than bread (c) You prefer walking than riding. (d) She prefers me than him. (e) I prefer to feed than to eat. (f) You prefer to sing than to talk.

Hints—(a) rather than write, or prefers reading to writing; (b) to; (c) to; (d) to; (e) rather than eat, or prefer feeding to eating; (f) rather than talk, or prefer singing to talking.

### Rule VI. Seem and Appear; Remain and Continue

यदि वाक्य में seem का प्रयोग हो तो appear का प्रयोग नहीं करना चाहिए, क्योंकि इन दोनों का अर्थ एक ही होता है। इसी प्रकार, यदि remain का प्रयोग हो, तो continue का प्रयोग नहीं करना चाहिए, क्योंकि जो अर्थ remain का होता है वही अर्थ continue का भी; जैसे—

I continue to remain cheerful.

These conclusions, it seems to me, appear to be reached naturally.

यहाँ पहले वाक्य में केवल continue या remain का प्रयोग होना चाहिए, इन दोनों ही का नहीं। इस प्रकार, दूसरे वाक्य में केवल seems या appear का प्रयोग होना चाहिए, दोनों का नहीं, क्योंकि इन दोनों का प्रयोग निर्वर्क ही नहीं, भरा भी लगता है।

## Rule VII. Verbs and Reflexive Pronouns

कुछ Verbs ऐसे हैं जिनके बाद Reflexive Pronouns अवश्य आते हैं। ये हैं—  
absent, avail, pride and plume.

उदाहरण—He *absents himself* from the college without any reason.  
I *availed myself* of casual leave.

He *prides himself* on his style.

यदि इन वाक्यों में Reflexive Pronoun का प्रयोग नहीं होता, तो ये असुद्ध हो जाते। देखिए, इस वाक्य में नियम का पालन सावधानी से किया गया है—

"I *availed myself of it in Candida.*"

—G. B. SHAW

Note—Avail of का प्रयोग Passive Voice में नहीं होता। इसलिए I *availed myself of an offer* का Passive Voice—The offer was *availed of*—असुद्ध है। इसकी जगह करते हुए कहा गया —

"We may notice here a curious blunder that is sometimes made with the reflexive verbs I *avail myself of*. The passive of this is never used, because there is no occasion for it...."

—FOWLER : KING'S ENGLISH

## EXERCISE

## Q. Correct the following sentences—

(a) I will avail of this opportunity. (b) I may kindly be allowed to avail of earned leave (c) She prides on her curly hair. (d) Why do you absent from the class? (e) One may very well pride on honest labour. (f) The casual leave was availed of by me.

Hints—(a) avail myself of; (b) avail myself of, (c) prides herself on; (d) absent yourself, (e) pride oneself on; (f) I availed myself of casual leave

## Rule VIII. Let

Let के बाद Verb 'To be' का केवल 'be' रूप प्रयुक्त होता है; is, are आदि नहीं; जैसे—

Let it *be* a triangle.

Let it *be* a circle.

Let it *be* so.

Let there *be* a fight

इन वाक्यों में 'be' के बदले 'is' के प्रयोग की गिनती मचकर भूलों में होती। आप ऐसी गलती से नहर बचें।

## Rule IX. Shall and Should; Will and Would

Rule (a)—First Person के Pronoun के साथ सावधान्यपूर्वक shall या should का प्रयोग होता है; जैसे—

I *shall* go.

I said that I *should* go.

Note—जब will या would का व्यवहार First Person के साथ होता है तब वही केवल future का ही बोध नहीं करा तब वही intention, promise या determination (प्रबल इच्छा या संकल्प) का बोध कराता है; जैसे—

I *will* never do it again.

यहाँ will से promise का बोध होता है। इसलिये ऐसे जगहों में First Person के साथ will या would का प्रयोग ठीक है।

Rule (b)—इससे स्पष्ट है कि Interrogative sentences में First Person के साथ will के प्रयोग का कोई अर्थ ही नहीं हो सकता। इसलिये Will I do it? अशुद्ध है। यहाँ will के बदले shall का प्रयोग होना चाहिए।

Rule (c)—यदि वाक्य में compelled, obliged, have much pleasure, at a loss या under the necessity of का प्रयोग किया जाय, तो First Person के साथ shall आना चाहिए, will नहीं; जैसे—

I *shall* be highly obliged to him.

We *shall* be compelled to find out another way.

यहाँ shall के बदले will का प्रयोग अशुद्ध होता है। अतः ये वाक्य अशुद्ध हैं—

I *will* be at a loss to decide what to do.

I *will* have great pleasure in going with you to the pictures.

यहाँ will के बदले shall का प्रयोग होना चाहिए।

Rule (d)—यदि वाक्यों में like, prefer, care, be glad या be inclined का प्रयोग हो, तो First Person के साथ should का व्यवहार होना चाहिए, would का नहीं; जैसे—

I *should* like to suggest.

I *should* like to know.

I *should* be very glad to see you.

I *should* be inclined to say so.

योग साधारणतया ऐसे वाक्यों में should के बदले would का प्रयोग कर देने से अंगरेजी प्रयोग के अनुसार शुद्ध नहीं है। इस सम्बन्ध में बाद हम विचार को सुनें—

"In these should, not would, is the right form." —FOWLER

"If the shall and will idiom is worth preserving at all, I would like it wrong and I should like right." —FOWLER

Note—इसके सम्बन्ध में सुनिश्चित हो जाना है कि I would like का भी प्रयोग बुरा होता है, साथ ही बदलेिका भी। यदि शुद्ध व्याकरण की दृष्टि से विचार किया जाय तो I should like को शुद्ध मानना पड़ेगा और I would like को अशुद्ध; जैसा कि FOWLER स्पष्ट कर देता है और इसलिए उन्होंने स्पष्ट should like का ही प्रयोग करने से, would like का नहीं।

"On the other hand, I should like to be clear that I am not defending a high-brow against a low-brow literature." —T. S. ELIOT

"*Might be continued*"— *These are the words with which I should like to finish my Coiners.*" —ANDRE GIDE

"*The phrases I should like to underline in this statement are.*"

—THE KENYON REVIEW : SPRING, '55

फिर भी, प्रयोग को देखते हुए I would like को अशुद्ध मानना उचित नहीं जंचता। इसीलिए अमेरिका के व्याकरणाचार्य ने यह वाक्य लिखा है—I would like to ask you a question—और इसको शुद्ध बताते हुए कहा है—

"*In current American usage, would may be used with I, though no die-hard purist will give an inch in this matter. Strict, old-fashioned rules demand I should....*" —NORMAN LEWIS : WORD POWER

अमेरिका को मैं नहीं, इंग्लैण्ड में भी I would like का प्रयोग बाली होता है। कुछ दिन हुए कि इंग्लैंड की वर्तमान रानी (Her Majesty Elizabeth II) ने भी B. B. C. से बोलते हुए I would like का प्रयोग किया था। इसलिये मेरा विचार है कि अब I would like को अशुद्ध नहीं समझें। हाँ, यह अवश्य कहा जा सकता कि I should like का प्रयोग I would like से अधिक अच्छा है।

Rule (e)—Second और Third Persons के साथ will या would का प्रयोग होता है, shall या should का नहीं; पर command या threat के अर्थ में Second और Third Persons के साथ shall या should का प्रयोग शुद्ध माना जाता है; जैसे—

The college *shall* remain closed tomorrow.

He *shall* be hanged.

You *shall* pay the penalty.

इन वाक्यों में shall का प्रयोग शुद्ध है, क्योंकि वहाँ आज्ञा का बोध होता है। यदि कोई अधिकारी कहे कि The examination *shall* be held from tomorrow तो वह शुद्ध होगा, क्योंकि वह shall के द्वारा आज्ञा देता है; पर यदि कोई अन्य व्यक्ति ऐसा कहे, तो वह अशुद्ध होगा। इस वाक्य को देखें—

My friend says that the examination *shall* be held from tomorrow.

इस वाक्य में मेरे मित्र को shall के बदले will का प्रयोग करना चाहिए, क्योंकि उसे ऐसी आज्ञा देने का अधिकार हो नहीं। हाँ, यदि मेरे मित्र के बदले Principal, Headmaster, Controller या Vice-Chancellor ऐसा वाक्य लिखें, तो वह शुद्ध माना जायगा।

Rule (f)—इस प्रकार यह स्पष्ट है कि Interrogative sentences में Second तथा Third Persons के साथ shall का प्रयोग नहीं हो सकता; इन वाक्यों पर ध्यान दें—

*Shall* the school remain closed for a week ?

*Shall* he be punished ?

इन वाक्यों में shall के बदले will का प्रयोग होना चाहिए, क्योंकि वहाँ command या threat का बोध नहीं होता।

Rule (g)—Shall या will बदले should या would का प्रयोग होता है, यदि कोई बात बहुत ही सम्भाव्य कही जाती है; जैसे—

I *should* be thankful to you, if you *would* help me in the matter.

*Would you lend me your books for ten days ?*

यहाँ *should* तथा *would* के बदले *shall* तथा *will* का प्रयोग बहुत न होगा, पर हमसे उम्मीद मिला नहीं जानती।

**Rule (h)**—यदि वाक्य में *Second* वा *Third Person Pronoun* को *First Person* के साथ जोड़ा जाए, तो *shall* वा *will* में किसी भी एक का प्रयोग हो सकता है, *will* का प्रयोग अधिक अच्छा माना जाता है; जैसे—

*He and I will go.*

*You and I will live together.*

यहाँ *will* के बदले *shall* का प्रयोग बहुत नहीं होगा, पर *will* का प्रयोग *shall* से अच्छा माना जाता है।

**Rule (i)**—*Lest* के बाद सभी *Persons* (*First, Second and Third*) के साथ *should* का व्यवहार होता है, क्योंकि *lest* के बाद केवल *should* का ही प्रयोग हो सकता है; जैसे—

*He works hard lest he should fail.*

यहाँ *would fail* लिखना बहुत होता।

**Rule (j)**—*Duty* के अर्थ में *should* का व्यवहार सभी *Person* के साथ होता है; जैसे—

*I should do it.*

*He should do it.*

**Rule (k)**—*Would* का व्यवहार आदत का बोध कराने के लिए तीनों *Persons* के साथ हो सकता है; जैसे—

*There was a time when I would go to my friend and talk for hours.*

## EXERCISE

**Q. Correct the following sentences—**

(a) My father informs me that the University Examination shall probably be held in April. (b) My friend thinks that the prisoner shall be hanged. (c) Shall the college remain closed today? (d) My friend guesses that the examination shall be postponed. (e) Shall he see me today? (f) Shall you go to Panna this evening? (g) I will be drowned and nobody shall save me. (h) Will I pass this time? (i) I am not sure whether I will be able to do it. (j) Do you think I will fail? (k) It has been notified by the Principal that the college will remain closed for two days. (l) I will be compelled to punish him.

**Hints**—(a) will; (b) will; (c) will; (d) will; (e) will; (f) will; (g) I shall... nobody will; (h) shall; (i) shall; (j) shall; (k) shall; (l) shall.

## Rule X. The Sequence of Tenses

**Sequence of Tenses** का अर्थ यह सिद्धान्त है जिसके द्वारा *Complex sentence* के *Subordinate Clause* में *Verb* का *Tense* निर्धारित होता है। इसके

सम्बन्ध में कुछ महत्वपूर्ण नियम निम्नलिखित हैं—

**Rule (a)—**Principal Clause के Present या Future Tense के बाद Subordinate Clause में कोई भी Tense रह सकता है; जैसे—

- (i) Ram *says* that he *will* help me.
- (ii) Ram *says* that he *helps* me.
- (iii) Ram *says* that he *helped* me.
- (iv) Ram *will say* that he *will* help me.
- (v) Ram *will say* that he *helps* me.
- (vi) Ram *will say* that he *helped* me.

**Rule (b)—**Principal Clause में Past Tense हो तो Subordinate Clause में भी Past Tense होता है; जैसे—

- (i) Ram *said* that he *would* help me.
- (ii) I *was* sure that he *would* come.

किन्तु इस नियम का एक अपवाद भी है। Principal Clause में Past Tense होने पर भी यदि Subordinate Clause कोई universal truth अथवा habitual fact व्यक्त करता है तो Subordinate Clause में Present Tense होता है, Past Tense नहीं; जैसे—

- (i) I *learnt* at school that the earth *is* round.
- (ii) The boy *replied* that he *rises* early in the morning.

**Rule (c)—**यदि Subordinate Clause का प्रारम्भ किसी ऐसे Conjunction से हो जिससे कोई उद्देश्य (purpose) ज्ञात होता हो तो ऐसी हालत में Principal Clause का Verb Present अथवा Future Tense में रहने पर Subordinate Clause का Verb 'may' (Present Tense) के द्वारा व्यक्त किया जाता है और Principal Clause का Verb Past Tense में रहने पर Subordinate Clause का Verb 'might' (Past Tense) के द्वारा व्यक्त किया जाता है; जैसे—

- (i) He *labours* hard that he *may* stand first.
- (ii) He *will labour* hard that he *may* stand first.
- (iii) He *laboured* hard that he *might* stand first.

**Rule (d)—**यदि Subordinate Clause का प्रारम्भ किसी ऐसे Conjunction से हो जिससे तुलना (comparison) का भाव व्यक्त होता हो तो Principal और Subordinate Clause में प्रत्येक Verb को किसी भी Tense में रख सकते हैं; जैसे—

- He loves me more than he *loves* you.
- He loves me more than he *loved* you.
- He loves me more than he *will* love you.
- He loved me more than he *loves* you.
- He will love me more than he *loved* you.

**Rule (e)—**यदि Subordinate Clause का प्रारम्भ Conjunction 'since' से हो तो Principal Clause का Verb Present Perfect Tense में और Subordinate

Clause का Verb Past Indefinite Tense में होता है; जैसे—

Four hours *have passed* since he *took* medicine.

Rule (f)—Subordinate Clause का प्रारम्भ Conjunction 'lest' से तो वैसी स्थिति में Principal Clause का Verb चाहे जिस Tense में हो *lest* के Verb Auxiliary Verb *should* रहता है, जैसे—

He labours hard *lest* he *should* fail.

Rule (g)—यदि Subordinate Clause का प्रारम्भ Conjunction 'before' या 'after' से हो तो वैसी स्थिति में Principal Clause का Verb Future Tense होने पर भी before के बाद Future Tense नहीं होता; जैसे—

I will go before he comes or has come (not 'will come').

I will go after he has come (not 'will come').

मुद्र-मुद्र लिखने के लिए इन नियमों को जानना आवश्यक है। इसलिए, हम बाय Rule (b) का उल्लंघन कितना अन्यायपूर्ण हुआ है—

"The Pakistani Foreign Minister, Mr. Z. A. Bhutto today said that Pakistan will sign the Sino-Pakistani border agreement."

THE INDIAN NATION, Feb. 24, 195

हम बाय में will के बदले would का प्रयोग होना चाहिए।

## EXERCISE

Q. Correct the following sentences—

(a) I replied to him that I will do everything I can. (b) He was taught the water was cool, whereas fire was hot. (c) I was very sad to find that man was mortal. (d) Did not I tell you that when I will return from Patna I will help you? (e) He struggled hard that he may win.

Hint—(a) I would . . . I could, (b) water is . . . fire is, (c) man is, (d) would I would, (e) might win

## Rule XI. Past Perfect Tense

Past Perfect Tense का प्रयोग हम हाजिर में नहीं करना चाहिए बल्कि Past Indefinite Tense के बाद ही काम समाप्त हो चुका हो। हमजिस् 'उमने खाया था' का अनुवाद 'He had eaten' करना पड़ता है। He ate जिसने खे हो काम चल जाता है और यही टीक भी है। यदि Past Tense में ही काम समाप्त हो गये हो, तो पहले समाप्त होने हुए काम के Verb के लिए Past Perfect और बाद में समाप्त होने हुए काम के Verb के लिए Past Indefinite का प्रयोग होता है, जैसे—

I *had reached* the station before the train *came*.

The train *had arrived* before I *reached* the station.

Note—Past Perfect के साथ Past Indefinite का प्रयोग करना होता है—यदि clause में Past Perfect और दूसरे में Past Indefinite. हमने वह खाना खाया है कि वह Past Tense में हो काम समाप्त हुए हो, जिसमें एक पहले समाप्त हुआ हो और दूसरा उसके बाद, तो पहले के Verb के लिए Past Perfect का प्रयोग और दूसरे के Verb के लिए Past Indefinite का प्रयोग करना चाहिए; दोनों ही के लिए Past Indefinite या Past

Perfect का नहीं; जैसे—

*I had reached the station before the train came.*

*The train had arrived before I reached the station.*

इन दोनों ही वाक्यों में पहले समाप्त होने वाले काम के Verb के लिए Past Perfect का प्रयोग हुआ है और बाद में समाप्त होने वाले Verb के लिए Past Indefinite का। यदि इन दोनों ही कामों के Verbs के लिए (अर्थात् वाक्य के दोनों ही Verbs के लिए) सिर्फ Past Indefinite का या सिर्फ Past Perfect का प्रयोग होता तो वाक्य अशुद्ध हो जाते, जैसे—

*I reached the station before the train started.*

*I had reached the station before the train had started.*

यहाँ पहले वाक्य में समाप्त होने वाले दोनों ही कामों के लिए Past Indefinite का प्रयोग हुआ है और दूसरे में दोनों ही के लिए Past Perfect का, जो अशुद्ध है।

## EXERCISE

Q. *Correct the following sentences—*

(a) *I reached the station before the train had come* (b) *I had reached home before the thief had fled away* (c) *I reached home before the thief fled away* (d) *I had gone there last month.*

Hints—(a) had reached... train came; (b) thief fled away, (c) had reached (d) I went.

### Rule XII. Used to

किसी आदत (habit) का बताने के लिए Past Tense में *used to* का प्रयोग किया जाता है, जो शुद्ध है, पर इसके आधार पर Present Tense में *use to* या Future में *will use to* का प्रयोग नहीं होता। इसलिए *he used to come* (वह आया करता था) तो शुद्ध है, पर 'वह आया करता है' का अनुवाद *he uses to come* और 'वह आया करेगा' का *he will use to come* अशुद्ध। Present की आदत का बोध करने के लिए Indefinite Tense से ही वाक्य चल जाता है, जैसे—*He comes* (वह आता है या वह आया करता है)।

### Rule XIII. Auxiliary and Principal Verbs

यदि इन Auxiliary Verbs—*shall, should, will, would, may, might, can, could, do, did, does* या *must* के साथ कोई Verb आये, तो वह सदा Present Tense और Plural Number में रहता है; जैसे—

*He will go.*

*He did not go.*

*He does not go.*

*Go he must.*

इन सभी वाक्यों में बर्ता 'he' singular है। फिर भी, Principal Verb 'go' बहुवचन रूप में है। कारण यह है कि इनके सहने Auxiliary Verbs 'will', 'must' आदि का गंव है। इसलिए ये वाक्य अशुद्ध हैं—

*He does not reads.*



He did not *brought*.

He did not *wanted* to do it.

यहाँ *reads*, *brought* और *wanted* के बरने क्रमशः *read*, *bring* और *want* का प्रयोग होना चाहिए।

## EXERCISE

Q. *Correct the following sentences—*

(a) Ram could not slept last night. (b) If you have not brought it to-day you must brought it to-morrow. (c) Where and how does he lives? (d) I laboured, so that he might passed. (e) He did not wanted to help me.

Hints—(a) sleep; (b) must bring; (c) live; (d) pass; (e) want.

### Rule XIV. Auxiliary Verbs and Voice

Rule (a) जब Verb 'To be' (*be, am, is, are, was, were* और *been*) के बाद कोई Verb आता है और वह Active Voice में रहता है, तो उस Verb में *ing* लगा जाता है; जैसे—

He is *loving*.

He has been *loving*.

He may be *loving*.

इन वाक्यों में *love* में '*ing*' लगाकर *loving* बनाया गया है, क्योंकि इनके वाक्य क्रमशः *is*, *been* और *be* आये हैं जो Verb 'To be' हैं।

Rule (b)—जब Verb 'To be' के बाद कोई Verb आता है और वह Passive Voice में रहता है, तो उस Verb को Past Participle form (Verb के तीसरे रूप) में रखा जाता है; जैसे—

He is *loved*. He has been *loved*. He may be *loved*.

इन वाक्यों में *love* के Participle form '*loved*' का प्रयोग किया गया है जो Verb में '*ing*' नहीं लगाया गया है, क्योंकि यह Passive Voice में है।

Note (a)—इस प्रकार आप देखते हैं कि Verb 'To be' के बाद आने वाले Verbs के दो ही रूप हो सकते हैं—(i) Verb में या तो '*ing*' लगा रहता है, या (ii) Past Participle form में। Verb का पहला रूप Active Voice में रहता है और दूसरा Passive Voice में। आप वाक्य के अर्थ को ध्यान में रखकर Voice का प्रयोग करें और उसी के अनुसार Verb का। Verb के इन दो रूपों के प्रतिरिक्त तीसरे या चौथे रूपों को गढ़ना सर्वथा भूल है। इन वाक्यों को देखें—

He is read. He is reads.

यहाँ दोनों ही वाक्यों में *read* और *reads* के बरने *reading* का प्रयोग होना चाहिए।

Note (b)—इससे यह भी स्पष्ट है कि Passive Voice के साथ Verb 'To be' का प्रयोग अवश्य होता है; जैसे—

He is beaten. He is being beaten. He has been beaten.

Rule (c)—जब Verb 'To have' के बाद कोई Verb आता है, तो वह Verb

Past Participle रूप में रहता है; जैसे—

He has *walked*.

You have *slept*.

They had *fought*.

He has *been* punished.

Having *done* the work, he went away.

इन वाक्यों में has, have तथा had के बाद क्रमशः walked, slept, fought, been तथा done का प्रयोग हुआ है, जो Past Participle रूप में हैं। इसलिए ये वाक्य प्रसुद्ध हैं—

You have *went*.

Having finishing one book, he has *took* up another book.

यहाँ went, finishing और book के बदले क्रमशः gone, finished और taken का प्रयोग होना चाहिए।

### Rule XV Intransitive Verbs

इनका Passive Voice हो ही नहीं सकता, क्योंकि Active से Passive बनाने का नियम यह है कि Active Voice में जो Noun या Pronoun Object रहता है वह Passive Voice में Subject हो जाता है और Active Voice में जो Subject रहता है वह Passive में Object हो जाता है। जैसे—

He beats me—(Active Voice).

I am beaten by him—(Passive Voice)

जाय मानने हैं कि Intransitive Verb का Object होता ही नहीं। तो फिर Intransitive Verb का Passive Voice हो कैसे सकता है? एक-दो उदाहरण लें—

He died to-day.

This incident occurred yesterday.

It happened five years ago.

इन वाक्यों में died, occurred तथा happened, Intransitive Verbs हैं और इसलिए इनका Passive Voice बनाना सर्वथा अनुचित है। यदि जाय इनका Passive Voice इस प्रकार बना दें—

He was died to-day.

This incident was occurred yesterday.

It was happened five years ago—तो वे प्रसुद्ध होंगे।

इसलिए जाय Intransitive Verbs का Passive Voice (नियत Verb 'To be' के बाद Principal Verb का Past Participle रूप जाया है) कभी भी नहीं बनावे।

### EXERCISE

Q. Correct the following sentences—

- (a) We were sat at the foot of a hill. (b) An incident was occurred last evening. (c) They are die quickly. (d) It is depends upon many factors. (e) If you are agree, please inform at once. (f) He is died. (g) The crops of this field

have watched by a boy (h) The field is ploughing by a ploughman. (i) A quarrel was taken place there (j) It was so happened many times (k) I am slept he is stood. (l) I am appeared at the examination. (m) They were perished the snow.

*Hints* (a) We sit or we were sitting; (b) incident occurred; (c) They are watched; (d) It depends; (e) You agree; (f) He died or he is dead; (g) are watched or have been watched; (h) is ploughed; (i) quarrel took place; (j) It so happened; (k) I am sleeping but he is standing, or I slept but he stood; (l) I have appeared; (m) They perished

### Rule XVI Quasi-Passive Verbs

इस ऐसे Transitive Verbs हैं जो हमने में Active Voice के समान लगे बर्याकि उनका रूप (form) Active Voice में रहता है, पर उनमें Passive Voice का अर्थ (sense) प्रकट होता है। ऐसे ही Verbs को Quasi-Passive या Middle Voice कहते हैं। ऐसे Verbs के बाद Adjective का प्रयोग होता है अब यह Adjective Verb के Subject का गुण बताता है, पर अब हम Verb को का गुण बताया जाय तो Verb के बाद Adverb जाना है, Adjective नहीं; जैसे—

*This fruit tastes sour but that tastes sweet.*

*The sofa feels soft.*

*That wooden chair feels hard.*

*This flower smells sweet.*

*His words sound harsh.*

*This silken shirt feels soft.*

*This house looks nice.*

*Fish sells cheap.*

इन वाक्यों में Verbs के बाद Adjective का प्रयोग हुआ है, क्योंकि ये Adjectives वाक्य के Subjects का गुण बताते हैं। यहाँ Adjectives के बदले Adverbs का प्रयोग उचित नहीं होता, क्योंकि Adverbs का प्रयोग करने पर वाक्य का कुछ अर्थ ही नहीं बन सकता। अब इन वाक्यों को देखें—

*The book reads well.*

*The book sells well.*

*The sentence reads badly.*

*The house lets easily.*

इन वाक्यों में Verbs के बाद Adverbs का प्रयोग हुआ है, Adjectives का नहीं, क्योंकि यहाँ वाक्यों के Verbs का गुण बताया गया है। इन वाक्यों में Adjectives का प्रयोग करने पर वाक्य का अर्थ ही नहीं लग सकता। सो, हमसे यह स्पष्ट है कि Quasi-Passive Verbs के बाद जो Adjective या Adverb का प्रयोग होता है, वह वाक्य के अर्थ पर निर्भर करता है।

### EXERCISE

Q. *Correct the following sentences—*

(a) This feather feels softly. (b) The curd tastes sourly. (c) This

mango tastes nicely. (d) This flower smells sweetly. (e) My garden looks beautifully. (f) Your words sound harshly. (g) This fruit tastes bitterly.

*Hints*—(a) soft; (b) sour; (c) nice; (d) sweet; (e) beautiful; (f) harsh, (g) bitter.

### Rule XVII. Aux. Verb + Aux. Verb + Principal Verb

कुछ वाक्यों में दो या दो से अधिक Auxiliary Verbs के बाद एक ही Principal Verb का प्रयोग होता है, जब उन वाक्यों की बनावट इस प्रकार होती है—Auxiliary Verb + Auxiliary Verb + Principal Verb; जैसे—

He did not and will not *come*.

You can and should *do* it.

यहाँ पहले वाक्य में दो Auxiliary Verbs 'did' और 'will' के बाद एक ही Principal Verb 'come' का प्रयोग हुआ है। दूसरे वाक्य में भी दो Auxiliary Verb 'can' और 'should' के बाद एक ही Principal Verb 'do' का व्यवहार किया गया है। ये दोनों ही वाक्य शुद्ध हैं, क्योंकि इन दोनों वाक्यों में Principal Verb का रूप अपने Auxiliary Verbs का common factor है, यर्थात् Principal Verb का रूप प्रत्येक Auxiliary Verb के लिए उपयुक्त है। आप जानते हैं कि come का प्रयोग did और will दोनों ही के बाद होता है। इसी प्रकार do का प्रयोग can के साथ होता है और should के साथ भी। तो, इससे यह सिद्ध होता है कि यदि कई Auxiliary Verbs के लिए एक ही Principal Verb का प्रयोग हो, तो वह आवश्यक है कि उस Principal Verb का रूप उन Auxiliary Verbs के लिए common factor हो, पर यदि वह Principal Verb एक Auxiliary Verb के लिए उपयुक्त हो और दूसरे के लिए नहीं, यर्थात् वह common factor नहीं हो, तो वैसे Principal Verb का प्रयोग प्रत्येक Auxiliary Verb के बाद अलग-अलग करना चाहिए; जैसे—

He has not *gone* and will not *go*.

यहाँ Principal Verb 'go' का प्रयोग दो Auxiliary Verbs के बाद अलग-अलग हुआ है—has के बाद gone का और will के बाद go का, क्योंकि यह Principal Verb दोनों Auxiliary Verbs का common factor नहीं है। आप जानते हैं कि has के बाद gone का प्रयोग होता है और will के बाद go का। अतः यदि हम यहाँ go और gone में से किसी एक ही का प्रयोग करें और दूसरे को छिपा दें, तो वह अशुद्ध होगा—

He has not and will not *go*.

You will and have *helped* me.

He could not and has not *seen* me yet.

आप ध्यान दें कि इन वाक्यों में Principal Verbs 'go', 'helped' और 'seen' क्रमशः अपने Auxiliary Verbs के लिए common factor नहीं, क्योंकि has के बाद gone आता है जो has के लिए उपयुक्त है, पर will के लिए नहीं है। इसी प्रकार helped का प्रयोग have के साथ होता है पर will के साथ नहीं। फिर, तीसरे वाक्य में seen का प्रयोग has के साथ तो शुद्ध है पर could के साथ नहीं। इसलिए इन Principal Verbs का प्रयोग अलग-अलग होना चाहिए; जैसे—

He has not *gone* and will not *go*.

You will *help* and have *helped* me.  
He could not *see* and has not *seen* me yet.

### EXERCISE

#### Q. Correct the following sentences—

(a) No one has or can prove the existence of God. (b) He could and should have done the work. (c) No state has or can adopt such a measure. (d) You have and will help me in future as well. (e) They did not and could not have known the truth. (f) I have never and shall never believe it. (g) I have never and shall never accuse a man.

*Hints*—(a) has proved or; (b) could do and, (c) has adopted or; (d) has helped and; (e) did not know; (f) have never believed and; (g) have never accused and.

#### Rule XVIII. Sequence of Moods,

**Rule (a)**—यदि वाक्य के Subordinate Clause में Verb के Past Tense रूप का प्रयोग करने से condition या supposition का बोध हो (यहाँ Subordinate Clause में Subjunctive Mood का प्रयोग हो) तो Principal Clause में भी Verb के Past Tense रूप का ही प्रयोग होना चाहिये, Present या Future Tense नहीं, जैसे—

*Should* you appoint me to the post, I *would* be highly obliged.

यहाँ Subordinate Clause (Should... post) में condition का बोध कराने के लिए Verb के Past Tense रूप (should) का प्रयोग हुआ है और इसी Principal Clause (I... obliged) में Verb के Past Tense रूप (would) का प्रयोग किया गया है। यदि यहाँ would के बदले will का प्रयोग होता तो वाक्य असंगत हो जाता, क्योंकि Sequence of Moods भंग हो जाता। एक-दो उदाहरण और हैं—

*Should* there be rain, there *will* be good crops.

*Should* my son pass, I *will* be very happy.

इन दोनों ही वाक्यों में यहाँ Clause Subordinate है, जिसमें condition का बोध कराने के लिए Verb के Past Tense रूप (should) का प्रयोग हुआ है, पर इसके Principal Clauses में Future Tense (will) का, जो असंगत है। अतः will के बदे would का प्रयोग होना चाहिए।

**Rule (b)**—यदि condition या supposition का बोध कराने के लिए Subordinate Clause में Present या Future Tense का प्रयोग हो, यहाँ Subordinate Clause में Indicative Mood रहे तो Principal Clause में भी Present या Future Tense का ही प्रयोग होना चाहिए, Past Tense का नहीं, जैसे—

I *shall* be glad if you *see* me to-day.

I *shall* learn how to read and write if I *buy* a book on

इन वाक्यों में Subordinate Clause में condition का बोध कराने के लिए Present Tense का प्रयोग हुआ है। अतः इनमें Indicative Mood का प्रयोग हुआ है, Subjunctive Mood का नहीं और इसलिए Principal Clause में भी Future Tense का प्रयोग हुआ है, जो शुद्ध है। वहाँ shall के बदले should का प्रयोग अशुद्ध होता, क्योंकि इससे Sequence of Moods भंग हो जाता है। याद रखें कि यह नियम Sequence of Moods से सम्बन्धित है जिसके अनुसार Principal Clause और Subordinate Clause के बीच एक ही प्रकार का Mood रहना चाहिए—दोनों में Subjunctive (Past Tense का प्रयोग करके) या दोनों में Indicative (Present या Future Tense का प्रयोग करके)। भाप इस sequence को भंग न करें। कुछ उदाहरण और लें—

*I should be glad if you will see me.*

*I will not do it if I were you,*

वहाँ पहले वाक्य में Principal Clause में Verb के Past Tense रूप (should) का प्रयोग हुआ है जिससे यह पता चलता है कि वहाँ Subjunctive Mood का प्रयोग हुआ है। इसलिए Subordinate Clause में भी Past Tense का प्रयोग करके इसे Subjunctive Mood में रखना चाहिए। अतः वहाँ will के बदले would का प्रयोग होना चाहिए। यदि भाप Will को ही रखना चाहते हैं, अर्थात् Subjunctive Mood के बदले Indicative का प्रयोग चाहते हैं, Principal Clause के should को shall में बदल दें। इस प्रकार ये दोनों ही Clauses Indicative Mood में आ जायेंगे। दूसरे वाक्य में Subordinate Clause में Subjunctive Mood का प्रयोग हुआ है और इसलिए Principal Clause में भी Subjunctive Mood का प्रयोग होना चाहिए, अर्थात् वहाँ will के बदले would का प्रयोग होना चाहिए। संक्षेप में, भाप इस नियम को याद रखें—

*To express a condition and its consequence the Indicative Mood should be followed by the Indicative and the Subjunctive by the Subjunctive.*

इसी नियम की सविस्तार व्याख्या ऊपर की गयी है।

## EXERCISE

**Q. Correct the following sentences—**

- (a) Should he pass, his friends will be happy. (b) His parents would be very happy if he will pass. (c) I should be sorry if you fail this time. (d) I would do it if I was you (e) If I were he, I will accept this proposal. (f) Should you repeat this mistake you will suffer in life. (g) I will be very happy if I were a bird.  
**Hints—** (a) friends would be; (b) he would; (c) you failed or would fail, (d) I were you; (e) I would; (f) you would; (g) should be happy.

## Rule XIX. Omission of Infinitive

Rule (a) Please, hear, see, need not, dare not, feel, make, let, bid, behold, watch, shall, should, will, would, can, could, may, might, do, did एवं must के बाद Infinitive का चिह्न to दिया रहता है; जैसे—

*Please help me.*

*I heard him cry.*

He need not *go*.

He dare not *do*.

I made him *laugh*.

Let him *read*.

इन वाक्यों में *help, cry, go, do, laugh* तथा *read* के पहले *to* दिया हुआ जो छूट है : वहाँ *to* का प्रयोग अनिवार्य होता है। अब इन वाक्यों को देखें—

I bade him *to go*.

He made me *to laugh*.

I heard him *to whisper*.

I saw him *to take* my book.

इन वाक्यों में *to* का प्रयोग अशुद्ध है। हाँ अब ये Verbs Passive Voice में हैं, तो *to* अवश्य आता है; जैसे—

He *was made to sing*.

He *was seen to take* my book.

यहाँ *to* को छिपाया नहीं जा सकता है। हाँ, *let* के साथ ऐसा नहीं होता, क्योंकि Passive Voice में भी इसके बाद *to* नहीं आता—He *was let go*.

देखिए इस वाक्य को जिसमें *make* के बाद *to* का प्रयोग अशुद्ध है, क्योंकि 'make' Active Voice में है—

*"Let this public mercy to the Church of God make you to forget your private sorrow."*

—OLIVER CROMWELL

Rule (b)—Better, had better, had rather, had sooner और had as soon as के बाद *to* दिया रहता है; जैसे—

You had better *go*.

I had rather *rest* than *work*.

यदि यहाँ *go, rest* और *work* के पहले *to* का प्रयोग कर दिया जाय, तो वह अशुद्ध होगा। अब इन वाक्यों को देखें—

I had better *to sleep*.

He had rather *to die* than *to live*.

यहाँ *sleep, die* और *live* के पहले *to* का प्रयोग अशुद्ध है।

Rule (c)—But, except, than तथा as के बाद *to* दिया रहता है; जैसे—

He did nothing but *talk and laugh*.

यहाँ *talk* और *laugh* के पहले *to* का प्रयोग अशुद्ध होता है।

## EXERCISE

Q. Correct the following sentences—

- (a) I heard him to murmur against me. (b) He dare not to oppose me.  
 (c) You need not to worry. (d) The beggar had better to die than to live in misery.  
 (e) Better to reign in hell than to serve in heaven. (f) I made him to do this work.  
 (g) Please to give me some help. (h) He did nothing but to laugh all the time.

(i) He did everything except to inform me. (j) He is better able to walk than to run. (k) I was made sing. (l) He was heard say so.

*Hints*— Don't use 'to' in sentences from (a) to (i); (j) than run; (k) to sing; (l) to say.

### Rule XX. Present and Perfect Infinitives

Rule (a)— जिस Verbs से command, desire, hope, fear या intention का बोध हो (जैसे, to command, to order, to desire, to wish, to like, to intend, to expect, to hope etc.) और वे Present Tense में रहें, तो उनके बाद Present Infinitive का प्रयोग होना चाहिए, Perfect का नहीं; जैसे—

I hope to meet you.

I intend to write him a letter.

I desire to see him.

यहाँ Present Infinitives क्रमशः to meet, to write और to see का प्रयोग शुद्ध है। यदि यहाँ Perfect Infinitives (to have met, to have written, and to have seen) का प्रयोग होता तो वे अशुद्ध समझे जाते।

*Note*— जिस Verbs से command, desire, hope, fear या intention का बोध हो और वे Past Tense में रहें, तो उनके बाद शुद्ध व्याकरण की दृष्टि से, Present Infinitive का प्रयोग होना चाहिए (I hoped to meet you), पर Perfect Infinitive का प्रयोग अशुद्ध नहीं माना जाता, क्योंकि ऐसी अवस्था में Perfect Infinitive के प्रयोग से unfulfilled purpose का बोध होता है; जैसे—

I hoped to have met you.

इस वाक्य से यह बोध होता है कि 'मैंने तुमसे मिलने की आशा (इच्छा) की थी, पर ऐसा नहीं हो सका'। कुछ लोगों का विचार है कि ऐसा प्रयोग नहीं होना चाहिए, क्योंकि Past Tense रहने पर ऐसे Verbs के बाद Perfect Infinitive का प्रयोग नहीं करना चाहिए, पर भरे जानते प्रयोग की दृष्टि से इसे अशुद्ध नहीं कहा जा सकता।

*"After Past Tense of hope, fear, expect and the like, the Perfect Infinitive is used, incorrectly indeed and unnecessarily, but so often and with so useful an implication that it may well be counted idiomatic. That implication is that the thing hoped etc. did not in fact come to pass, and the economy of conveying this without a separate sentence compensates for lack of logical precision."*

—FOWLER : MODERN ENGLISH USAGE

अब इन वाक्यों को देखें—

I intended to have written to him.

I wanted to have seen him.

कुछ लोगों का कहना है कि यहाँ to have written और to have seen का प्रयोग अशुद्ध है। उनके अनुसार यहाँ क्रमशः to write और to see का प्रयोग होना चाहिए। मेरे विचार से ये वाक्य अशुद्ध नहीं हैं। हाँ, यदि जब Perfect Infinitive का प्रयोग यहाँ



नहीं करना चाहते, तो इन वाक्यों को इस प्रकार लिखें, जो ग़ड़ है—

I intended *to write* to him but could not.

I wanted *to see* him but could not.

Rule (b)—Past Conditionals (जैसे—should have liked, would have been the first etc.) के बाद Present Infinitive का प्रयोग करना चाहिए, Perfect Infinitive का नहीं; जैसे—

I should have liked *to see* him.

I would have been the first *to oppose* him.

इन दोनों ही वाक्यों में Present Infinitives (to see और to oppose) प्रयोग पुरा है, जो ग़ड़ है। यहाँ Perfect Infinitives (to have seen और to have opposed) का प्रयोग अग़ड़ होता है।

## EXERCISE

Q. *Correct the following sentences -*

(a) I hope to have succeeded. (b) I desire to have accompanied you. (c) I should have liked to have visited Delhi. (d) I would have been the first to have accepted your proposal. (e) I intend to have written to him.

Hints—(a) to succeed; (b) to accompany; (c) to visit; (d) to accept; (e) to write.

## Rule XXI. Noun/Adjective and Infinitive

कुछ वाक्यों में Noun या Adjective के बाद Infinitive आता है, जो इन Noun या Adjective का गुण बताता है; जैसे—

This is a house *to let*.

English is difficult *to learn*.

ऐसे वाक्यों में Infinitive सपरिवर्तना Active Voice में रहता है। इसलिए ऊपर के वाक्यों में to let और to learn के Passive Voice (to be let, to be learnt) का प्रयोग अग़ड़ होता है। कुछ उदाहरण और लें—

Radium is not easy *to get*.

I have nothing *to show*.

He has nothing *to do*.

She is difficult *to please*.

It is easy *to promise* but difficult *to keep*.

Meat is hard *to digest*.

I have several books *to sell*.

Grapes are good *to eat*.

इन वाक्यों में Infinitives (to get, to show, to do, to please, to promise, to keep, to digest, to sell, and to eat) को Passive Voice में रखना अग़ड़ होता है। अब देखें इन वाक्यों को—

He has nothing *to be done*.

I have many mangoes *to be eaten*.

You are difficult *to be pleased*.

Gold is not easy *to be found*.

इस वाक्यों में *to be done*, *to be eaten*, *to be pleased* और *to be found* के बदले क्रमशः *to do*, *to eat*, *to please* और *to find* का प्रयोग होना चाहिए। अतः भेद्यक ऐसे वाक्यों में Active Voice का प्रयोग करते हैं—

"Put this way it is plainly not an easy question to answer."

—L. A. RICHARDS

## EXERCISE

Q. Correct the following sentences—

(a) Mathematics is difficult to be learnt. (b) It is easy to be said but difficult to be done. (c) The work is easy to be performed. (d) Gram is hard to be digested. (e) She is difficult to be pleased

Hints—(a) to learn, (b) to say .....to do; (c) to perform, (d) to digest; (e) to please.

### Rule XXII. Gerund and Possessive Case

यदि वाक्य में Gerund के साथ Noun या Pronoun का व्यवहार करना हो, तो उस Noun या Pronoun के Possessive Case का प्रयोग करना चाहिए और उसे Gerund के ठीक पहले रखना चाहिए; जैसे—

I ask the favour of *your granting me leave*.

Ram won by *Mohan's missing* a chance.

यहाँ पहले वाक्य में Possessive Pronoun 'your' को Gerund (granting) के पहले रखा गया है। यदि हम ऐसा लिखें—

I ask *your* favour of *granting me leave*.

तो यह अशुद्ध होगा, क्योंकि Pronoun 'your' Gerund के ठीक पहले नहीं आया है। दूसरे वाक्य में भी Noun 'Mohan's' को Possessive Case में रखा गया है, जो Gerund 'missing' के पहले आया है। यदि हम ऐसा लिखें—

Ram won by *Mohan missing* a chance.

तो यह अशुद्ध होगा, क्योंकि Mohan को Possessive Case में नहीं रखा गया है। एक-दो उदाहरण और लें—

You may rely upon *my doing* all in my power.

In no other religion is there a thought of *man's being* saved by grace.

यहाँ पहले वाक्य में Pronoun 'my' Possessive Case में है और उसे Gerund के पहले रखा गया है। इस वाक्य में *my* के बदले *me* का प्रयोग अशुद्ध होता। दूसरे वाक्य में भी Noun 'man' को Possessive Case (man's) में रखा गया है। जो Gerund के पहले आया है। यहाँ *man's* के बदले *man* का प्रयोग अशुद्ध होता।

Note—यदि Gerund के बदले कोई ऐसा Noun आवे जिसका Possessive Case नहीं बन सके, तो 's लगाकर उसे Possessive में रखने की कोशिश नहीं करनी

बादिए; जैसे—

We look forward to much *attention being given*.

I depend on the *wall being built* immediately.

यहाँ *attention* के रहने *attention's* और *wall* के रहने *wall's* का प्रयोग करना नहीं होगा, क्योंकि 'संज्ञा पर इनका Possessive Case नहीं बनता है।

### Rule XXIII. Gerund and Infinitive

Purpose (उद्देश्य) का बोध कराने के लिए Infinitive का प्रयोग करना चाहिए और cause (कारण) का बोध कराने के लिए for के साथ Gerund का; जैसे—

I will go to Patna *to purchase* books.

He was hanged *for committing* murder.

यहाँ रहने वाक्य में purpose का बोध होता है। इसमें Infinitive (to purchase) का प्रयोग हुआ है। दूसरे वाक्य में cause बताने के लिए for के साथ Gerund (for committing) का प्रयोग किया गया है, जो ठीक है। अब इन वाक्यों को देखें—

I will go to Patna *for purchasing* books.

He was hanged *to commit* murder.

यहाँ पहले वाक्य में purpose के बर्थ में Gerund का प्रयोग और दूसरे में cause के बर्थ में Infinitive का प्रयोग प्रशुद्ध है। आप दोनों भूतों से अवगत रहें।

## EXERCISE

### Q. Correct the following sentences—

- (a) Nothing can prevent it being the main issue at the general election.  
(b) Please pardon me reminding you. (c) I was displeased at the barber not coming. (d) I was pleased at him coming to-day. (e) I have purchased books for reading. (f) I have asked him for seeing me to-day.

Hints—(a) its; (b) my; (c) barber's; (d) his; (e) to read; (f) to see.

### Rule XXIV. Unattached Participle

Participle के प्रयोग में सबसे बड़ी अशुद्धि यह होती है कि लोग इसे वाक्य में वहाँ वहाँ भी रख देते हैं, इसको उपयुक्त Noun या Pronoun के साथ नहीं जोड़ते। इसे अशुद्धि को Unattached Participle या Wrongly Attached Participle कहा जाता है, जिसको चर्चा करते हुए कहा गया है—

*"The Unattached or Wrongly Attached Participle is one of the blunders most common with illiterate or careless writers."*

—FOWLER : KING'S ENGLISH

इस भयंकर भूल से बचने के लिए आप यह याद रखें कि वाक्य में Finite Verb का जो Subject होता है उसी Subject के लिए Participle का प्रयोग होता है, किसी अन्य Noun या Pronoun के लिए नहीं; जैसे—

*Walking along the street*, I asked him to go home.

*Having met my brother*, I asked him to go home.

इन दोनों वाक्यों में Unattached या Wrongly Attached Participle की

गलती नहीं हुई है, क्योंकि पहले वाक्य में Finite Verb 'met' का Subject है I जिसके लिए walking का प्रयोग हुआ है—

Walking along the street—While I was walking along the street.

दूसरे वाक्य में asked का Subject है I जिसके लिए having met का प्रयोग हुआ है—

Having met my brother—I having met my brother.

इस प्रकार हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject हो के लिए Participle का प्रयोग हुआ है अर्थात् वाक्य का Subject Verb और Participle का common factor है—S (V + P)=Subject (Verb + Participle). अब इन वाक्यों को देखें—

*Standing upon this house, the whole village can be seen.*

*Going to school, a snake bit him.*

इन वाक्यों में Wrongly Attached Participle का दोष आ गया है, क्योंकि पहले वाक्य का Subject है village, पर इसके लिए standing का प्रयोग नहीं हुआ है—

Standing upon this house—the village standing upon this house, इसका कोई अर्थ हो नहीं लग सकता।

दूसरे वाक्य का Finite Verb है bit और इसका Subject है snake. तो क्या 'going' 'snake' के लिए आया है? क्या लिखने का अभिप्राय है—

*A snake going to school, bit him ?*

नहीं, क्योंकि इसका भी कोई उचित अर्थ नहीं लग सकता। तो हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject के लिए Participle का प्रयोग नहीं हुआ है; Participle का प्रयोग किसी दूसरे Noun या Pronoun के लिए किया गया है, पर असावधानी से उस Noun या Pronoun का प्रयोग नहीं करके Participle को अनुपयुक्त Noun या Pronoun के साथ जोड़ दिया गया है, जिससे Wrongly Attached Participle का दोष आ गया है। ऐसे वाक्यों को सुद करने का दूसरा नियम यह है—(i) Participle के साथ उपयुक्त Noun या Pronoun का प्रयोग करें और (ii) Participle को Finite Verb का रूप दें; जैसे—

*Going to school, a snake bit him.*

इसका शुद्ध रूप यह है—

*While he was going to school, a snake bit him.*

एक दो उदाहरण और लें—

*Walking across the bridge, his walking-stick broke.*

*Sleeping in my room, a ghost haunted my dreams.*

ये वाक्य असुद्ध हैं, क्योंकि पहले वाक्य में walking-stick के लिए walking और दूसरे में ghost के लिए sleeping का प्रयोग हो गया है, जिसका कोई अर्थ हो नहीं हो सकता। इनके शुद्ध रूप ये हैं—

*While he was walking across the bridge, his walking-stick broke.*

चाहिए; जैसे—

*We look forward to much attention being given.*

*I depend on the wall being built immediately.*

यहाँ *attention* के बदले *attention's* और *wall* के बदले *wall's* का प्रयोग नहीं होता, क्योंकि 's लगा कर इनका Possessive Case नहीं बनता है।

### Rule XXIII. Gerund and Infinitive

Purpose (उद्देश्य) का बोध कराने के लिए Infinitive का प्रयोग करना चाहिए।  
cause (कारण) का बोध कराने के लिए *for* के साथ Gerund का; जैसे—

*I will go to Patna to purchase books.*

*He was hanged for committing murder.*

यहाँ पहले वाक्य में *purpose* का बोध होता है। इसलिए Infinitive (*to purchase*) का प्रयोग हुआ है। दूसरे वाक्य में *cause* बताने के लिए *for* के साथ Gerund (*for committing*) का प्रयोग किया गया है, जो शुद्ध है। अब इन वाक्यों को देखें—

*I will go to Patna for purchasing books.*

*He was hanged to commit murder.*

यहाँ पहले वाक्य में *purpose* के लिये *for* के साथ Gerund का प्रयोग और दूसरे में *cause* के लिये *to* के साथ Infinitive का प्रयोग अशुद्ध है। आप देखी मूर्खों से बचकर रहें।

### EXERCISE

Q. Correct the following sentences—

- (a) Nothing can prevent it being the main issue at the general election.  
(b) Please pardon me reminding you. (c) I was displeased at the barber's coming. (d) I was pleased at him coming to-day. (e) I have purchased books for reading. (f) I have asked him for seeing me to-day.

Hints—(a) us; (b) my; (c) barber's; (d) his; (e) to read; (f) to see

### Rule XXIV. Unattached Participle

Participle के प्रयोग में सबसे बड़ी अशुद्धि यह होती है कि लोग इसे वाक्य में ऐसे कहीं भी रख देते हैं, इसकी उपयुक्त Noun या Pronoun के साथ जुड़े नहीं होते। अशुद्धि को Unattached Participle या Wrongly Attached Participle कहा जाता है, जिसकी चर्चा करते हुए कहा गया है—

*"The Unattached or Wrongly Attached Participle is one of the blunders most common with illiterate or careless writers."*

—FOWLER: KING'S ENGLISH

इस भयंकर भूल से बचने के लिए आप यह याद रखें कि वाक्य में Finite Verb को Subject होता है उसी Subject के लिए Participle का प्रयोग होता है, जिसका Noun या Pronoun के लिए नहीं; जैसे—

*Walking along the street, I asked him to go home.*

*Having met my brother, I asked him to go home.*

इन दोनों वाक्यों में Unattached या Wrongly Attached Participle का प्रयोग नहीं है।

तही हुई है, क्योंकि पहले वाक्य में Finite Verb 'met' का Subject है I जिसके alking का प्रयोग हुआ है—

Walking along the street—While I was walking along the

दुसरे वाक्य में asked का Subject है I जिसके लिए having met का प्रयोग

Having met my brother—I having met my brother.

इस प्रकार हम देखते हैं कि इन दोनों वाक्यों में Finite Verb के Subject हो के लिए Participle का प्रयोग हुआ है अर्थात् वाक्य का Subject Verb और Participle का जोन फ़ैक्टर है—S (V + P) = Subject (Verb + Participle). अब इन वाक्यों

Standing upon this house, the whole village can be seen.

Going to school, a snake bit him.

इन वाक्यों में Wrongly Attached Participle का दोष आ गया है, क्योंकि पहले Subject है village, पर इसके लिए standing का प्रयोग नहीं हुआ है—

Standing upon this house—the village standing upon this house, कोई अर्थ हो नहीं लग सकता।

दुसरे वाक्य का Finite Verb है bit और इसका Subject है snake. तो क्या 'snake' के लिए आया है? क्या लिखने का अभिप्राय है—

A snake going to school, bit him ?

नहीं, क्योंकि इसका भी कोई उचित अर्थ नहीं लग सकता। तो हम देखते हैं कि इन वाक्यों में Finite Verb के Subject के लिए Participle का प्रयोग नहीं हुआ है, Participle का प्रयोग किसी दूसरे Noun या Pronoun के लिए किया गया है, पर जो से उन Noun या Pronoun का प्रयोग नहीं करके Participle को अनुपयुक्त या Pronoun के साथ जोड़ दिया गया है, जिससे Wrongly Attached Participle का दोष आ गया है। ऐसे वाक्यों को सुद्ध करने का दूसरा नियम यह है—(i) Participle के साथ उपयुक्त Noun या Pronoun का प्रयोग करें और (ii) Participle को Verb का रूप दें; जैसे—

Going to school, a snake bit him.

इसका सुद्ध रूप यह है—

While he was going to school, a snake bit him.

दूसरा दो उदाहरण और लें—

Walking across the bridge, his walking-stick broke.

Sleeping in my room, a ghost haunted my dreams.

ये वाक्य असुद्ध हैं, क्योंकि पहले वाक्य में walking-stick के लिए walking और ghost के लिए sleeping का प्रयोग हो गया है, जिसका कोई अर्थ हो नहीं हो इसके सुद्ध रूप ये हैं—

While he was walking across the bridge, his walking-stick

6. I will be glad to welcome you any time.
7. I expected to have returned in time but could not.
8. I don't think I will be able to help you.
9. I will always remember you helping me.
10. Do you mind me reminding you ?
11. Why should he insist upon you leaving at once ?
12. I cannot help but remark that you are guilty.
13. Turning now to the record, it appears to be unreliable.
14. Have you not heard of him being punished ?
15. She laid in bed all day.
16. Ploughing the field, a serpent appeared.
17. He rung the bell and bid his servant to bring tea.
18. I will be delighted to dine with you.
19. Having failed in the first attempt, the work was discontinued.
20. If it was possible, it should be done at once.
21. While waiting for him, a storm arose.
22. I have passed the examination last year.
23. He started for Patna on Sunday, arriving there on Monday.
24. Sitting in his room, a dog entered.
25. Being an extremely cold day, I remained indoors.
26. Should you help me I shall be obliged to you.
27. He talks English well.
28. He avoids to see me.

*Hints*—1. has not implemented; 2. and hanged yesterday; 3. must bring  
 4. she would; 5. upon his; 6. I should be glad; 7. to return; 8. I shall be  
 9. your helping; 10. mind my; 11. upon your; 12. cannot help remarking  
 13. If one turns/If we turn to the record; 14. of his; 15. she lay; 16. While a  
 farmer was ploughing ...; 17. rang-----servant bring; 18. I should be  
 19. He/we having failed ...; 20. If it is; 21. While I was (one was) waiting ...  
 22. I passed; 23. on Sunday and arrived; 24. While I was (one was) sitting  
 25. As it was an extremely cold day ...; 26. I should be obliged; 27. He  
 speaks. 28. Avoids seeing me.

## REFRESHER COURSE II

*Explain why the following sentences are correct or incorrect—*

1. I had witnessed a show last night.
2. He had been married in 1945.
3. I finished my work before I met him.
4. Who had discovered America ?
5. Let us discuss about these poems.
6. What will I do then ?
7. He asked if the meeting can be postponed.
8. You never have and never can or will take this bold step.
9. Who hanged this map on the wall ?
10. Ten new members have been enrolled and five resigned.
11. This is the greatest misfortune that has ever or could ever overtake  
 our nation.  
 I hope I will fail.

13. I decided to at once call a meeting.
  14. Being a rainy day, I remained in-doors.
  15. Standing on the roof, a helicopter flew over me.
  16. Reading in my study room, the clock struck twelve.
  17. I have passed the examination next year.
  18. He has come here the other day.
- 

*"A people that grows accustomed to sloppy writing is a people in process of losing grip on its empire and on itself."*

—EZRA POUND



## COMMON ERRORS

इस अध्याय में हम उन अशुद्धियों की खोज करेंगे जो हल्के के अनुरूपक प्रयोग से होती हैं।  
 शब्दों के अशुद्ध प्रयोग वाले कुछ वाक्य नीचे दिये गये हैं जिनके शुद्ध रूप ब्रैकेट (bracket)  
 के भीतर दिये हुए हैं।

## (A) ONE WORD FOR ANOTHER

- He is given free *boarding* and lodging. (board)  
 There is a *crowd* of girls. (bevy)  
 This house is made of *bricks*. (brick)  
 There is a *crowd* of grapes. (bunch)  
 He has not paid the *fooding* charge. (food)  
 I enjoy *freeship*. (free-studentship)  
 He has applied for *lecturership*. (lectureship)  
 The house is beyond *repairs*. (repair)  
 You are a man of *words*. (word)  
 He is true to his *words*. (word)  
 I have sent a *petition* for casual leave. (an application)  
 He is out of *door*. (doors)  
 I have placed *order* for a book. (orders)  
 He is out of *spirit*. (spirits)  
 I am out of *sort*. (sorts)  
 I am a man of *part*. (parts)  
 He applied himself to *study*. (studies)  
 I am resting in the *shadow* of a tree. (shade)  
 There is no *place* on this berth. (room)  
 I have no *rupees*. (money)  
 He *walked* on his cycle. (rode)  
 My salary is Rs. 400/- *per month*. (per mensem or a month)  
 My salary is Rs. 480/- *per year*. (per annum or a year)  
 Please credit this amount to my *name*. (account)  
*Good bye*, Ram, I am glad to see you. (Good evening)  
*Good night*, sir, you are welcome. (Good evening)  
 The *weather* of this place suits me. (climate)  
 You are *addicted* to reading. (habituated)

- It is an *ancient* chair. (old)
- This great poem is very *artful*. (artistic)
- I like your *childish* nature. (child-like)
- Shakespeare was an *imaginary* poet. (imaginative)
- As he is *sick*, he is absent. (ill)
- Please grant me *ill* leave. (sick leave)
- The great saint is *notorious* in the spiritual field. (famous)
- You are a *luxuriant* man. (luxurious)
- He is our *mutual* friend. (common)
- He rose by dint of *sheer* merit. (great)
- They are *sworn* enemies. (avowed)
- I *richly* deserve this honour. (highly, greatly)
- It is *utterly* right. (wholly, perfectly)
- I have done *good* at the examination. (well)
- The thief stood *in front* of the judge. (before)
- It is 4.30 *in* my watch. (by)
- It is *totally* good. (wholly)
- It is *totally* clear to me. (perfectly, thoroughly)
- The pot is *vocont*. (empty)
- I admire her *womanish* virtues. (womanly)
- I *took* my bath and tea in the morning. (had)
- I *took* my meal. (I had/ate my meal)
- I *took* my admission. (I was admitted or I got myself admitted)
- I *took* my birth in 1920. (I was born)
- He invited me but I *denied*. (declined)
- He *denied* to help me. (refused)
- I *drink* tea in the morning and milk in the evening. (take)
- A lot of men *suspect* the existence of God. (doubt)
- The police *doubted* him. (suspected)
- The ship was *drowned* in the sea. (The ship sank)
- Fishes *float* in the river. (swim)
- A piece of wood is *swimming*. (floating)
- The picture was *hanged*. (hung)
- I cannot *rise* it. (raise)
- I will do it *some way or another*. (some way or other/one way or another)
- Neither of them saw *each other*. (saw the other)
- The two cars were *following each other*. (one car was following the other)
- I went there *especially* to see him. (specially)
- I cannot stay here *any more*. (any longer)

He was *hung* for murder. (hanged)

The smoke is *raising* from huts. (rising)

I *hope* that I shall fall. (fear)

Columbus *invented* America. (discovered)

You *enjoy* bad health. (You have)

I *told* him good morning. (bade)

He *tells* me a fool. (calls)

He has *stopped* at my house for a week. (stayed)

He *saw* my certificates. (looked into)

The doctor *saw* my pulse. (felt)

Have you *seen* all the examination papers? (examined)

See this word in the dictionary. (look up)

The teacher *told* that the earth is round. (said)

My friend *tells* that the Second Five-Year Plan is not good.  
(says, feels, believes)

I have *given* examination this year. (appeared at)

He *broke* the news of my grand success. (communicated)

I could not help *to laugh*. (laughing)

My parrot *speaks*. (talks)

He *talks* English well. (speaks)

Do not *speak* a lie. (tell)

He *told* the truth. (spoke)

*What to speak* of helping me, he did not even speak to me.  
(Not to speak of)

He *shook* my hand. (shook hands with me)

*Except for* your help I should have been in a difficult position.  
(Without or But for)

### (B) SUPERFLUOUS WORDS

The fact *is true*. (It is a fact)

He *picked up* a quarrel. (picked a quarrel)

He died at the age of *seventy years*. (seventy)

I met a child of *five years old*. (five years or a five-year old child)

The clock has *struck six hours*. (six)

It is *almost quite right*. (quite right or almost right)

It is *rather unique*. (It is unique.)

I walked *on my feet*. (on foot)

He is my *cousin brother*. (cousin)

*ordered for* his dismissal. (ordered his dismissal)

- You are my only *one* friend. (only friend)  
 There is no *other* alternative. (no alternative)  
 The poet describes *about* nature. (describes nature)  
 I saw him *on* last Friday. (saw him last Friday)  
 I doubt *as to* whether he is honest. (doubt whether)  
 Let us discuss *about* the problem. (discuss the problem)  
 I am investigating *into* the case. (investigating the case)  
 I am contesting *for* a seat. (contesting a seat)  
 I recommended *for* him to the Principal. (recommended him to  
 the Principal)  
 Her face resembles *to* her mother. (resembles her mother's)  
 Wait here until I *do not* return. (until I return)  
 Unless you *do not* labour hard, you will not pass. (Unless you  
 labour hard)

### (C) WORDS OMITTED

- Please come at *mine*. (my house, place, residence)  
*Yours* of the 10th instant is to hand. (Your letter)  
 I *find* hard to do it. (find it hard)  
*Suffice* to say. (Suffice it to say)  
 I *know* him a good man. (know him to be)  
 He *appears* honest. (appears to be)  
 He *does not know* to read and write. (how to read and write)  
 It is *regarded* sacred. (regarded as)  
 I *took* him a thief. (for a thief)  
 I have a pen *to write*. (to write with)  
 You have a house *to live* and a chair *to sit*. (to live in . . . . . to  
 sit on)  
 He resides in a *boarding*. (boarding house)  
*Open* page 15. (Open at)  
 I *wrote* him to come. (wrote to him)  
 I *replied* him. (replied to him)  
 I *pray* God. (pray to God)  
 Go there and *enjoy*. (enjoy yourself)

### (D) WORDS MISPLACED

- My *family members*. (members of my family)  
 Many *worth seeing* places. (Many places worth seeing)  
*All round* the year. (All the year round)

I saw a dead horse walking across the field. (Walking across the field I saw a dead horse.)

He shot himself dead after bidding his wife good-bye with a gun. (After bidding his wife good-bye, he shot himself dead with a gun.)

He was murdered, sleeping in cold blood. (He was murdered in cold blood while he was sleeping.)

A large number of seats have been occupied by scholars that have no backs. (A large number of seats that have no backs have been occupied by scholars.)

A motor car may be driven across the bridge which weighs less than two tons. (A motor car which weighs less than two tons may be driven across the bridge.)

The death occurred yesterday afternoon at his residence of Mr. Brown. (The death of Mr. Brown occurred . . . residence.)

He gave a stool to the servant that had four legs. (He gave the servant a stool that had four legs.)

Lost a cane by a gentleman with a carved head. (Lost by a gentleman a cane with a carved head.)

I told him that he would fail as plainly as possible. (I told him as plainly as possible that he would fail.)

The storm burst just when the king reached the shore with great violence. (The storm burst with great violence just when the king reached the shore.)

Wanted a piano by a gentleman with carved legs. (Wanted by a gentleman a piano with carved legs.)

Wanted a house by a government officer that has at least four bed rooms. (Wanted by a government officer a house that has at least four bed rooms.)

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## WORD POWER

शुद्ध-शुद्ध बोलने और लिखने के लिए सिर्फ व्याकरण के नियमों को जानना काफी नहीं है। हमके लिए शब्दों के अर्थ को ठीक-ठीक समझना आवश्यक है। इसलिए इस अध्याय में SYNONYMS, ANTONYMS, PARONYMS और HOMONYMS की चर्चा होगी। एक ही शब्द किए प्रकार कई तरह से प्रयुक्त होता है इस पर भी प्रकाश डाला जायगा, क्योंकि इन विषयों के ज्ञान से शब्दों को शक्ति को समझने में सहायता मिलेगी।

## 1. SYNONYMS

जो शब्द समान (प्रतिनित नहीं) अर्थ नहीं रखने वाले हैं, किन्तु साथ ही उनमें मिलता की सूक्ष्म द्वाया भी वर्तमान रहती है वेसे शब्द SYNONYMS कहलाते हैं; उदाहरणार्थ crime वस अपराध को कहते हैं जो राज्य के विरुद्ध किया जाता है, vice वह अपराध है जो नैतिकता के विरुद्ध किया जाता है और sin वह अपराध है जो धर्म के विरुद्ध किया जाता है।

1. Assent का अर्थ है agreement (स्वीकृति), किन्तु यह फैसले के विषय से सम्बन्धित रहता है, जैसे—

The Chancellor has given his *assent* to this proposal.

Consent का भी अर्थ है agreement (स्वीकृति), किन्तु यह प्रबन्ध की बातों से सम्बन्धित है, जैसे—

The Chancellor has given his *consent* to preside over the function.

2. Addicted (बुरे गुणों के अर्थ में)—He is *addicted* to drinking.

Devoted (बुरे गुणों के अर्थ में)—I am *devoted* to my duties.

3. Avenge (to punish evil doers on behalf of one who is weak or oppressed)—He will *avenge* the murder of his bosom friend.

Revenge (is a Noun and a Verb—to punish persons for wrongs done to oneself or someone else)—The robber took *revenge* on the officer who had arrested him.

4. Battle (between large organised armies)—Three important *battles* were fought at Panipat.

Fight (between persons or parties but without the aid of army)—The Hindus and the Muslims often *fight* for nothing.

War (between nations with the aid of large armies—is the biggest type of armed conflict between nations)—The third world *war* will destroy everything.

5. Begin (is used in a non-official sense)—I will *begin* the work soon.

- Commence (is used in an official sense)—The Principal *is notified* that the examination shall *commence* on the 15th of May, 1962.
6. Confer (to give—as an act of authority)—The President of India *confers* titles on great men.  
Bestow (to give—as an act of authority)—Many presents were *bestowed* on the flood-victims.
7. Confess (to accept responsibility or guilt)—The thief *confesses* his guilt at last.  
Admit (to accept as true)—My previous decision, I *admit*, was not helpful.
8. Crime (offence against law or state)—Theft is a *crime*.  
Vice (offence against moral law)—Drinking is a *vice*.  
Sin (offence against religion)—Telling lies is a *sin*.
9. Custom (general practice in a society, an established code of action)—Old *customs* are not always bad.  
Habit (a particular tendency in an individual)—*Habit* is the second nature of man.
10. Deficient (lacking in)—He is *deficient* in manners.  
Defective (having faults)—His language is very *defective*.
11. Deny (to declare something as false or untrue)—The thief *denied* all the charges against him.  
Refuse (not to accept)—He *refused* to help me.  
We cannot say "He *denied* to help me."
12. Discover (to find something that existed before—to bring to light something that lay hidden for others)—A new planet has been *discovered*.  
Invent (to produce something new—to create what did not exist before) Many deadly weapons have been *invented* these days.
13. Drown (is used for living objects only)—The body was *drowned* in the river.  
Sink (is used for both living and lifeless objects)—The ship *sank* into the ocean.
14. Famous (having importance in a good sense)—India is *famous* for her fine silk.  
Notorious (having importance in a bad sense)—He is a *notorious* criminal.  
Notable (is used in a good sense—having a rare quality)—Mr. Xetris was a *notable* old man.

15. Liberty (absence of any check or restraint)—You are at *liberty* to do anything you like.  
Freedom (absence of dependence)—India has now achieved political *freedom*.
16. Peaceable (attracted towards peace, as opposed to war)—The world to-day requires men of *peaceable* nature.  
Peaceful (a state of peace)—Everybody by nature likes a *peaceful* life.
17. Practice (Noun—a habit—repetition of an action)—Mathematics requires *practice*.  
Practise (Verb—to do repeatedly)—A false preacher only preaches, he does not *practise*.
18. Shade (a place sheltered from the sun)—Cows are resting in the *shade* of this tree.  
Shadow (a dark figure projected by a body)—This *shadow* dance was very nice.
19. Stimulant (that which produces artificial energy for some time)—Tea is a mild *stimulant*.  
Stimulus (that which leads from a state of inactivity)—Promotion is a *stimulus* to efficiency.
20. Vacant (not filled or occupied)—The house is *vacant*.  
Empty (not containing anything)—The pitcher is *empty*.

## 2. ANTONYMS

किसी शब्द का अर्थ यदि दूसरे शब्द के विपरीत हो तो वह शब्द दूसरे शब्द का ANTONYM कहलाता है, जैसे cold का Antonym hot तथा comedy का Antonym tragedy है। नीचे दिये हुए Antonyms का सावधानी से अध्ययन करना चाहिए—

Ability (योग्यता)	Incompetence (अयोग्यता)
Above (ऊपर)	Below (नीचे)
Accept (स्वीकार करना)	Reject (अस्वीकार करना)
Acknowledge (पूर्विक स्वीकार करना)	Deny (नहीं मानना)
Acquit (मुक्त करना)	Convict (सजा देना)
Advance (आगे बढ़ना)	Retreat (पीछे हटना)
Advantage (लाभ, सुविधा)	Disadvantage (हानि, असुविधा)
Adversity (विपत्ति)	Prosperity (खुशहाली)
Affirm (स्वीकार करना)	Deny (इनकार करना)
Agree (सहमत होना)	Differ (असहमत होना)
Agreeable (अनन्य)	Disagreeable (अमान्य)
Allow (अनुमति देना)	Disallow (अनुमति न देना)
Always (सर्वदा)	Never (कभी नहीं)





Confess (स्वीकार करना)  
 Confidence (विश्वास)  
 Consent (सहमति)  
 Create (बनाना)  
 Credit (उधार)  
 Crude (अपरिष्कृत, भौंडा)  
 Cruel (क्रूर)  
 Death (मृत्यु)  
 Debtor (श्रेणी, खर्चदुक)  
 Decent (भद्र)  
 Deep (गहरा)  
 Defendant (प्रतिवादी, मुद्दालद)  
 Defensive (रक्षात्मक)  
 Dependent (परतंत्र)  
 Deposit (जमा करना)  
 Destructive (ध्वंसात्मक)  
 Difficult (कठिन)  
 Diligent (वद्यमान, मेहनती)  
 Diminish (घटना)  
 Disease (रोग)  
 Domestic (घराना)  
 Dry (शुष्क)  
 Do (करना, बनाना)  
 Ebb (पारना)  
 Early (पहले, शीघ्र)  
 Empty (छाली)  
 Encourage (बल्लाहित करना)  
 Entrance (प्रवेश)  
 Evil (दुरा)  
 Exclude (छोड़ना)  
 Exterior (बाहरी)  
 Extraordinary (असाधारण)  
 Extravagant (अव्यययी)

Deny (अस्वीकार करना)  
 Diffidence (अविश्वास)  
 Dissent (असहमति)  
 Destroy (नष्ट करना)  
 Cash (नकद)  
 Refined (परिष्कृत)  
 Kind (दयालु)  
 Life (जीवन)  
 Creditor (अपदाता, महाजन)  
 Indecent (अभद्र)  
 Shallow (द्विधला)  
 Plaintiff (दारी, मुद्द)  
 Offensive (आक्रमणात्मक)  
 Independent (स्वातन्त्र)  
 Withdraw (निकासना)  
 Constructive (रचनात्मक)  
 Easy (सरल)  
 Idle (अनुद्यमी, काहिल)  
 Increase (बढ़ना)  
 Health (स्वास्थ्य, आरोग्य)  
 Wild (अंगली)  
 Wet (घाट)  
 Undo (विनाशना)  
 Flow (प्रवाह)  
 Late (बाद, देर से)  
 Full (भरा हुआ)  
 Discourage (हतोत्साहित करना)  
 Exit (निकास)  
 Good (भला)  
 Include (शामिल करना)  
 Interior (भीतरी)  
 Ordinary (साधारण)  
 Frugal, Thrifty, Economical  
 (मित-व्ययी)  
 Examinee (परीक्षार्थी)  
 Success (सफलता)  
 Foul, Unfair (दुरा)  
 Faithless (अविश्वासी)  
 Rise (उत्थान)  
 Truth (सत्यता)  
 Strange (अपरिचित)

Examiner (परीक्षक)  
 Failure (असफलता)  
 Fair (अच्छा)  
 Faithful (विश्वासी)  
 Fall (पतन)  
 Falsehood (असत्यता)  
 Familiar (परिचित)



Like (समान)	Unlike (असमान)
Like (पसंद करना)	Dislike (नापसंद करना)
Literate (साक्षर)	Illiterate (निरक्षर)
Living (जीवित)	Dead (मृत)
Logical (तर्कपूर्ण)	Illogical (तर्कहीन)
Legitimate (शासन)	Illegitimate (नाजायज)
Long (लम्बा)	Short (नटा)
Loyal (आज्ञाकारी, विश्वासालो)	Disloyal (अवज्ञाकारी, विश्वासघातक)
Make (बनाना)	Mar (नष्ट करना)
Many	Few
Material (भौतिक, पार्थिव)	Spiritual (स्वाभाविक, अदार्थिक)
Masculine (पुंलिंग)	Feminine (स्त्रीलिंग)
Maximum (अधिकतम)	Minimum (न्यूनतम)
Merit (पुण्य)	Demerit (दोष)
Modest (विनम्र)	Immodest (उद्दृष्ट)
Mortal (मरणकर)	Immortal (अमर)
Movable (चल)	Immovable (अचल)
Much	Little
Natural (प्रकृति, स्वाभाविक)	Artificial (कृत्रिम), Unnatural
Negative (नकारात्मक)	Positive, Affirmative (सकारात्मक)
Noble (उदार)	Ignoble (नीच, अधम)
Neither	Either
Obey (आज्ञापालन करना)	Disobey (आज्ञाचलंघन करना)
Old (वृद्ध)	Young (युवा)
Optimist (आशावादी)	Pessimist (निराशावादी)
Oral (मौखिक)	Written (लिखित)
Partial (वशुवादी)	Impartial (निष्पक्ष)
Peace (शान्ति)	War (युद्ध)
Permanent (स्थायी)	Temporary (अस्थायी)
Permission (अनुमति)	Prohibition (रोक)
Persuade (राशो करना)	Dissuade (रोकना, मना करना)
Please (प्रसन्न करना)	Displease (अप्रसन्न करना)
Pleasant (स्विकर)	Unpleasant (अस्विकर)
Pleasure (आनन्द)	Pain (दुःख)
Plenty (अनुर)	Scarcity (अभाव)
Polite (नम्र)	Impolite (अनम्र, बटु)
Praise (वशंसा करना)	Blame (दोष देना)
Presence (अवस्थिति)	Absence (अनुपस्थिति)
Profit (लाभ)	Loss (हानि)
Proper (वचन)	Improper (अनुचित)
Public (सार्वजनिक)	Private (निजी)



2. Artistic (beautiful)—This poem is *artistic*.  
 Artful (clever)—He succeeded by *artful* means.  
 Artificial (not natural)—Modern life is getting *artificial*.
3. Barbarism (uncivilized condition)—*Barbarism* still prevails in some parts of the world.  
 Barbarity (cruelty)—Great conquerors have committed several acts of *barbarity*.
4. Beneficial (useful—it is applied to things)—The University Act is very *beneficial*.  
 Beneficent (kind—it is applied to persons)—My college is run by the *beneficent* persons of the place.
5. Ceremonious (an excess of formality)—A friend's manners should not be *ceremonious*.  
 Ceremonial (relating to rites or ceremonies)—My *ceremonial* dress is very costly.
6. Comprehensive (extensive, that which includes a good deal)—'The Discovery of India' gives us a *comprehensive* survey of the glories of ancient India.  
 Comprehensible (that which can be understood)—Your ideas are not very clear and *comprehensible*.
7. Confident (quite sure)—A good student is *confident* of success.  
 Confidant (one who is entrusted with a secret)—It is not safe to make everybody your *confidant*.
8. Contemptible (mean, नीच)—Iago's conduct was highly *contemptible*.  
 Contemptuous (hateful, घृणा)—He dismissed the servant with a *contemptuous* look.
9. Continuous (without gap or break)—Rainfall has been *continuous* at Patna today.  
 Continual (with occasional breaks)—My dog keeps up a *continual* barking at night.
10. Continuance (duration, time of remaining)—He will get all the privileges during his *continuance* in the service.  
 Continuation (completion or resumption of something left incomplete)—The *continuation* of the work is delayed.
11. Corporal (relating to the body)—*Corporal* punishment at school was allowed till recently.  
 Corporeal (material)—Saints avoid *corporeal* pleasures.
12. Childish (is used in a bad sense and means 'silly')—You are now fairly grown-up but your habits are *childish*.  
 Childlike (is used in a good sense and means 'simple' and 'innocent')—Aurobindo's *childlike* simplicity pleased everyone.

13. **Dependent** (is an adjective, meaning depending on)—My car is *dependent* upon this plan.  
**Dependant** (is a noun, meaning one depending on others)—*dependants* of my college employees are granted full studentship.
14. **Disinterested** (unselfish, free from prejudice)—A great leader renders *disinterested* service to his society.  
**Uninterested** (indifferent, lacking in interest in a thing)—I am *uninterested* in local politics.
15. **Diverse** (different, not alike)—Our opinions on this point are *diverse* as sky and earth.  
**Divers** (several)—*Divers* men have tried to bring about social reforms.
16. **Effective** (having a powerful effect)—Antony's funeral speech on the death of Caesar was *effective*.  
**Efficient** (competent, योग्य)—*Efficient* officers do not practice red-tapism.  
**Efficacious** (sure to produce the desired effect)—'Anacin' proves *efficacious* in all types of pain.
17. **Envable** (producing or causing envy)—The performance of the college team was *enviable*.  
**Envious** (the feeling of envy, ईर्ष्या)—A good man is not *envious* of the prosperity of his neighbours.
18. **Elemental** (relating to the elements, such as air, fire, etc.)—The ship reached the shore in spite of *elemental* difficulties.  
**Elementary** (primary, introductory)—*Elementary* education is now free in India.
19. **Formalism** (observance of external forms)—We should give up the *formalism* of religions.  
**Formality** (formal or ceremonial act)—A thanksgiving ceremony is often a mere *formality*.
20. **Ghastly** (fearful)—I trembled at the *ghastly* sight.  
**Ghostly** (relating to ghost—भूत-प्रेत जैसा)—The *ghostly* figure in the dark was a creation of my own brain.
21. **God-like** (above ordinary mortals)—An act of charity is *god-like*.  
**Godly** (religious, virtuous)—Vinoba Bhave leads a *godly* life.
22. **Graceful** (handsome)—Cleopatra had a *graceful* appearance.  
**Gracious** (merciful)—God save our *gracious* President!
23. **Honorary** (holding office without pay, conferred as an honour)—He got an *honorary* degree. The post of the Secretary is *honorary*.

**Honourable** (worthy of honour)—Pandit Nehru was an *honourable* man.

24. **Human** (belonging to mankind)—Struggle for existence is deeply rooted in *human* nature.

**Humane** (kind)—We must adopt a *humane* attitude towards animals..

25. **Humiliation** (loss of prestige, dishonour, अपमान)—He suffered great *humiliation* as a result of his failure.

**Humility** (politeness, श्रद्धा)—Right type of education produces *humility* in students.

26. **Imaginary** (unreal, fanciful)—The Equator is an imaginary line.

**Imaginative** (having creative imagination)—No poet can be great without *imaginative* power.

27. **Industrious** (laborious, active)—There is nothing impossible for an *industrious* man.

**Industrial** (relating to commerce and industry)—Bombay is an *industrial* town.

28. **Judicial** (impartial, pertaining to a judge or court of law)—A *judicial* enquiry has been recommended.

**Judicious** (wise, sensible)—A *judicious* selection of books is essential to success.

29. **Lovable** (worthy of love, that which should be loved)—He has many *lovable* qualities.

**Lovely** (nice, beautiful)—Rose is a *lovely* flower.

30. **Luxuriant** (having rich growth)—Castor oil helps *luxuriant* growth of hair.

**Luxurious** (having much of comfort and luxury)—The Zamindars led a *luxurious* life before Zamindari abolition.

31. **Memorable** (worth remembering)—The 26th of January is a *memorable* day in India.

**Memorial** (a statue etc. which helps us remember something or somebody)—The Taj Mahal is a *memorial*.

32. **Momentous** (very important)—The first battle of Panipat was a *momentous* event in the history of India.

**Momentary** (short-lived)—Physical comforts give only *momentary* pleasures.

33. **Negligent** (careless)—A great man is *negligent* about his dress.

**Negligible** (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible*.



13. **Dependent** (is an adjective, meaning depending on)—*My plan is dependent upon this plan.*  
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**Dependant** (is a noun, meaning one depending on others)—The *dependants* of my college employees are granted full free-studentship.
14. **Disinterested** (unselfish, free from prejudice)—A great leader renders *disinterested* service to his society.  
**Uninterested** (indifferent, lacking in interest in a thing)—I am *uninterested* in local politics.
15. **Diverse** (different, not alike)—Our opinions on this point are as *diverse* as sky and earth.  
**Divers** (several)—*Divers* men have tried to bring about social reforms.
16. **Effective** (having a powerful effect)—Antony's funeral speech on the death of Caesar was *effective*.  
**Efficient** (competent, श्रेष्ठ)—*Efficient* officers do not practise red-tapism.  
**Efficacious** (sure to produce the desired effect)—'Anacin' proves *efficacious* in all types of pain.
17. **Envable** (producing or causing envy)—The performance of my college team was *enviable*.  
**Envious** (the feeling of envy, ईर्ष्या)—A good man is not *envious* of the prosperity of his neighbours.
18. **Elemental** (relating to the elements, such as air, fire, etc.)—The ship reached the shore in spite of *elemental* difficulties.  
**Elementary** (primary, introductory)—*Elementary* education is now free in India.
19. **Formalism** (observance of external forms)—We should give up the *formalism* of religions.  
**Formality** (formal or ceremonial act)—A thanksgiving ceremony is often a mere *formality*.
20. **Ghastly** (fearful)—I trembled at the *ghastly* sight.  
**Ghostly** (relating to ghost—पूत-प्रेत जैसी)—The *ghostly* figure in the dark was a creation of my own brain.
21. **God-like** (above ordinary mortals)—An act of charity is *god-like*.  
**Godly** (religious, virtuous)—Vinoba Bhawe leads a *godly* life.
22. **Graceful** (handsome)—Cleopatra had a *graceful* appearance.  
**Gracious** (merciful)—God save our *gracious* President !
23. **Honorary** (holding office without pay, conferred as an honour)—He got an *honorary* degree. The post of the Secretary is *honorary*.

**Honourable** (worthy of honour)—Pandit Nehru was an *honourable* man.

24. **Human** (belonging to mankind)—Struggle for existence is deeply rooted in *human* nature.

**Humane** (kind)—We must adopt a *humane* attitude towards animals..

25. **Humiliation** (loss of prestige, dishonour, अपमान)—He suffered great *humiliation* as a result of his failure.

**Humility** (politeness, नम्रता)—Right type of education produces *humility* in students.

26. **Imaginary** (unreal, fanciful)—The Equator is an *imaginary* line.

**Imaginative** (having creative imagination)—No poet can be great without *imaginative* power.

27. **Industrious** (laborious, active)—There is nothing impossible for an *industrious* man.

**Industrial** (relating to commerce and industry)—Bombay is an *industrial* town.

28. **Judicial** (impartial, pertaining to a judge or court of law)—A *judicial* enquiry has been recommended.

**Judicious** (wise, sensible)—A *judicious* selection of books is essential to success.

29. **Lovable** (worthy of love, that which should be loved)—He has many *lovable* qualities.

**Lovely** (nice, beautiful)—Rose is a *lovely* flower.

30. **Luxuriant** (having rich growth)—Castor oil helps *luxuriant* growth of hair.

**Luxurious** (having much of comfort and luxury)—The Zamindars led a *luxurious* life before Zamindari abolition.

31. **Memorable** (worth remembering)—The 26th of January is a *memorable* day in India.

**Memorial** (a statue etc. which helps us remember something or somebody)—The Taj Mahal is a *memorial*.

32. **Momentous** (very important)—The first battle of Panipat was a *momentous* event in the history of India.

**Momentary** (short-lived)—Physical comforts give only *momentary* pleasures.

33. **Negligent** (careless)—A great man is *negligent* about his dress.

**Negligible** (extremely unimportant or small)—The difference between the head-examiner and the co-examiner in marking is *negligible*.

34. **Observation** (the act of watching closely, making a remark).  
*Observation* is an important source of knowledge. He made a significant *observation* in his speech.
- Observance** (keeping rules and rites strictly)—A superintendent of examinations must be strict in the *observance* of rules of examinations.
35. **Official** (as a noun means an 'officer', and as an adjective means 'connected with an office')—All the *officials* have an *official* secrecy.
- Officious** (interfering, too ready to offer help that is not wanted).  
 His *officious* manner is simply disgusting.
36. **Pitiable** (creating or arousing pity)—The victims of the earthquake were in a *pitiable* condition.
- Pitiful** (feeling pity)—God cannot be *pitiful* if you are unfaithful to your neighbours.
- Piteous** (miserable)—Her *piteous* cry attracted a big crowd.
37. **Practical** (opposed to what is merely theoretical).  
 The new classes will be started soon.
- Practicable** (possible, that which can be performed)—The new scheme of Three-year Degree Course is not *practicable*.
38. **Popular** (having the quality to please)—Browning was a popular poet but not a *popular* poet.
- Populous** (thickly populated)—China is a *populous* country.
39. **Refuge** (shelter)—Refugees have found no *refuge* as yet.
- Refuse** (i) as a Verb means 'not to accept' and (ii) as a Noun means 'worthless materials, rubbish' etc.—He refused me a book. The vast heaps of *refuse* could not be cleared in a day.
40. **Sensible** (having sense and reason)—Every sensible person should follow such a *sensible* suggestion as yours.
- Sensitive** (touchy, easily affected)—A *sensitive* person is easily hurt or displeased too quickly.
41. **Sensuous** (capable of affecting the senses)—The perfume is *sensuous*.
- Sensual** (is used in a bad sense and means 'indulging in pleasures')—Sensual men lose both health and character.
- Society** (a group or small group)—A *society* of friends.

43. **Spirituons** (pertaining to alcohol)—The Government is now discouraging *spirituons* drinks.  
**Spiritual** (opposed to material; pertaining to soul or spirit)—  
 Material progress at the cost of *spiritual* progress is harmful.
44. **Temporal** (opposed to eternal and spiritual)—The lust for *temporal* power is at the root of all conflicts.  
**Temporary** (short-lived)—I cannot accept a *temporary* job.
45. **Union** (act of uniting)—A workers' *union* has been formed.  
**Unity** (oneness)—Hindu-Muslim *unity* is essential.
46. **Willing** (ready without hesitation)—I am *willing* to help you.  
**Wilful** (deliberate, conscious)—Acts of *wilful* negligence will ruin your career.
47. **Womanly** (is used in a good sense and means 'tender,' 'affectionate,' 'that which is worthy of woman')—The *womanly* qualities of Lady Macbeth could not remain suppressed.  
**Womanish** (is used in a bad sense and means 'weak and cowardly')  
 —It is *womanish* on a soldier's part to leave the battlefield.
48. **Verbal** (relating to words, oral)—*Verbal* orders for firing were given.  
**Verbose** (having too many words, having more words than necessary)—His early style is *verbose*.

#### 4. HOMONYMS

Such words as have the same form but different meanings are called **HOMONYMS**. Homonyms, strictly speaking, are separate words that are identical in form but different in meaning. For example, *pole* which means a 'stake' or 'shaft' is an English word and *pole* which means 'the terminal point of axis' is of Greek origin. But, broadly and loosely speaking, Homonyms are all those words that have the same form but different meaning. In this sense *date* and *dear*, too, are regarded as Homonyms. The following list is only a small part of hundreds of Homonyms—

1. **Arms**—His *arms* (रङ्ग) are broken. India is receiving *arms* (सस्त्र) from America.
2. **Bat**—A *bat* (चमगादड़) becomes blind during day. I hit the ball with my *bat* (दंड).
3. **Band**—This is a nice *band* (दल) of musicians. The military *band* (बाजा) is playing national anthem.
4. **Bar**—He drinks every evening at the local *bar* (शराबखाना). The *Bar* (बर्डीज़, बैरिस्टर) and the Bench are not on good terms. I have crossed the *bar* (बार, रस्सा). The window *bars* (बड़) were

broken. The criminals were put behind the *bars* (कैदियों के खड़े होने का स्थान, जेल). Have you ever tasted *bar* (एक प्रकार का समुद्री मछली) ?

5. *Base*—He is very mean and *base* (नोच). The *base* (नींव) is too weak.
6. *Become*—He *becomes* angry. It does not *become* (होना) you.
7. *Bridge*—Do you play *bridge* (एक प्रकार का तार का खेल) ? There is a *bridge* (पुल) across this river.
8. *Bear*—It is a Russian *bear* (बाघ). I cannot *bear* (सहना) this loss. This tree *bears* (देना) sweet fruit.
9. *Bore*—He *bore* (सहा) his losses calmly. He *bores* (छेद करना) a hole in the wall. You are a *bore* (बकवास से जो ऊँचा देने वाला) in our company.
10. *Board*—He gets free *board* (भोजन) and lodging in the college hostel. This factory is managed by a *board* (संघ, काउन्सिल) of directors. When do you *board* (चढ़ना) the train today ? The black-board (सफ़ा) is now almost white. This card-board (खुद, पक्का) is quite thick.
11. *Can*—*Can* you do it ? It is a milk *can* (बरतन).
12. *Cat*—I love my *cat*. They were whipped with a *cat* (कोड़ा वा चमड़ा) for criminal offences.
13. *Capital*—Patna is the *capital* (राजधानी) of Bihar. I lost not only the interest but also the *capital* (मूलधन). He was awarded *capital* punishment (मृत्युदंड).
14. *Certain*—It is not *certain* (निश्चित) whether he will come. There lived a hermit in a *certain* (किसी, अनिश्चित) village.
15. *Charge*—How much do you pay as food *charge* (मूल्य) ? There is a serious *charge* (दोषारोपण) against him.
16. *Close*—Please *close* (बन्द करना) the door. He is my *close* (जानकी, निकट का) relation.
17. *Composed*—He remained calm and *composed* (अबिचलित) even in the teeth of difficulties. Keats has *composed* (रचा) this poem.
18. *Correspond*—This *corresponds* (मिलता-जुलता है) to that. I do not *correspond* (पत्र-व्यवहार करना) with him these days.
19. *Contract*—The *contract* (करार, डोका) is now broken. Almost every-thing *contracts* (सिकुड़ना) in winter.
20. *Country*—Our *country* (देश) is passing through a crisis. He is a *country* (देहाती) doctor. Do you like *country* (देशी) wine ?
21. *Credit*—The goods were supplied on *credit* (उधार). It is to his *credit* (गुण). Please *credit* (जमा करना) this amount to my

22. Cricket—Do you play *cricket* (एक प्रकार का खेल)? Keats found beauty even in a *cricket's* (कौशुर, एक प्रकार का कीड़ा) music.
23. Custom—All old *customs* (ब्रथा) are not bad. The officer failed to collect all the *customs* (कर, टैक्स).
24. Date—What is your *date* (तारीख) of birth? Do you like the taste of *date* (खजूर)?
25. Dear—Food stuffs are rather *dear* (मईम) these days. He is very *dear* (प्यारी) to me.
26. Down—The signal is *down* (नीचे). It is as light as *down* (कोमल रोशनी). Even these lonely *downs* (सुला तथा ऊँचा घातल, पठार) look lovely today.
27. Exact—Give me the *exact* (सह-हीक) time of your arrival. Officers *exact* (रतपूर्वक वापस करना) payment of loans from poor farmers.
28. Fast—It is a *fast* (बहा) colour. I observe *fast* (व्यबास) today. Your watch is too *fast* (तेज).
29. Fair—Have you ever been to the Sonapur *fair* (मेला)? He writes a *fair* (साफ़) hand. His complexion is *fair* (गोरा). It is not a *fair* (बच्छा) business.
30. Fit—He is not *fit* (योग्य) for this post. She fell into a *fit* (बूझा).
31. Fix—I am in a *fix* (बपेड़-बुन). Please *fix* (मनकृत करना, स्थिर या निश्चित करना) your attention upon this object.
32. Fine—It is a *fine* (सुन्दर, बच्छा) poem. He had to pay a *fine* (जुर्माना) of Rs. 5/-.
33. Firm—I am *firm* (थ, स्थिर) in my view. This *firm* (दुकान, कारखाना) is making a rapid progress.
34. Fly—Birds *fly* but man cannot. Don't kill this poor *fly* (मक्की).
35. Ground—The *ground* (जमीन) is slippery. He was granted help on the *ground* (कारण) of poverty.
36. Hang—He *hangs* criminals (काली पर लटकाना). She *hangs* pictures (दीवाल पर लटकाना).
37. Hand—A man has two *hands* (हाथ). How many *hands* (नौकर, कर्मचारी) are required in your department? Neither *hand* (मूर्ति) of my wrist-watch moves.
38. Hide—Why do you *hide* (छिपाना) yourself? This *hide* (बपड़ा) is too coarse.
39. Hood—The *hood* (गाड़ी का ढा) of my jeep is new. He is still in *boyhood* (बाल्यन). The *hood* (मोँच का ढा) of this cobra is terrible. A graduate wears *hood* (एक प्रकार का बन्ध, या दोरी जो उपाधि-पटन के अक्षर पर पहनी जाती है) and gown on the occasion of university convocation.



40. Import—The *import* (आयात) of food from America costs us much.  
The *import* (अभिप्राय, कथ) of his speech is not very clear.
41. Interest—What is the rate of *interest* (सूद) ? I do not take *interest* (रुचि) in games.
42. Industry—*Industry* (परिश्रम) and intelligence must go hand in hand.  
It is an iron and steel *industry* (कारखाना).
43. Issue—She is my first *issue* (संतान). It is an important *issue* (मसला, घटना). Who will *issue* (निकालना) this notice ?
44. Just—He is perfectly *just* (ईमानदार). He has 'reached here *just* (ठीक) now.
45. Kite—Boys are flying *kites* (पतंग, गुद्दू). *Kites* (चील) are devouring the dead body.
46. Lie—He *lies* (बेदना) quietly in his bed. Do not tell a *lie* (झूठ).
47. Like—I do not *like* (पसन्द करना) this picture. Ram is *like* (समान) Shyam.
48. Light—The *light* (रोशनी) is dim. The load is rather *light* (रुल्का).
49. Lead—Who will *lead* (नेतृत्व करना) the procession ? *Lead* (तौगा, तौमर) is very heavy.
50. Long—It is very *long* (लम्बा). I *long* (इच्छा करना) to see him.
51. Low—The roof is too *low* (नीचा). Cows *low* (रोटना, इकरना).
52. Matter—What is the *matter* (बाल; विषय) ? *Matter* (पदार्थ) is perishable.
53. Mean—What does it *mean* (अर्थ होना) ? He is very *mean* (नीच).  
It is a golden *mean* (मध्यवर्ती, औसत).
54. Minute—Wait a *minute* (मिनट). He gave *minute* (सारीक) details of the incident.
55. Mole—A *mole* (छुत्तु'दर) gives out foul smell. There is a *mole* (दिव, काला मक्का) on her cheek.
56. Move—Please *move* (हिसाना) it. Who will *move* (रफ़ करना) this resolution ? Her tears *moved* (द्रवित करना) me at once. Asia is on the *move* (प्रगति, क्रान्ति, परिवर्तन).
57. Object—A transitive verb has an *object* (कर्म). It is an *object* (विषय, कारण) of envy. He clearly explained his aims and *objects* (उद्देश्य). I do not *object* (विरोध करना) to your plan.
58. Present—He is *present* (हाजिर) here. I gave him several *presents* (उपहार).
59. Patient—He is a T. B. *patient* (रोगी). Be *patient* (सह्य, धिर. ३६-पूँ) for some time more.
60. Pole—The North *Pole* (ध्रुव) is too cold. It is a bamboo *pole*

61. Right—You are *right* (सही). It is my *right* (दाहिना) hand. A citizen has several *rights* (अधिकार).
62. Rest—I must take *rest* (आराम) now. *Rest* (शक्ती) is O. K. A house *rests* (टिकना, स्थिर रहना) on poles and pillars.
63. Reel—Please wind this thread on a *reel* (तागा या तार लपेटने की रील). His head *reels* (चक्कर खाना).
64. Save—Please *save* (रक्षा करना) me. All have left *save* (बलावे) and except Ram.
65. Set—I gave him a *set* (समुदाय, संग्रह) of books. The sun *sets* (दुबना) in the west. All the questions have been *set* (चुनना). A costly stone has been *set* (जड़ना) on my ring.
66. Second—I will not wait even for a *second* (सेकेण्ड). Is she your *second* (दूसरी) wife? I *second* (समर्थन करना) this proposal.
67. Sentence—It is a negative *sentence* (वाक्य). He is *sentenced* (दंडित होना) to death.
68. Sole—A thorn pierced into my *sole* (तलवा). The *sole* (जूते का तबचा) of my shoe has rubbed out. Man is the *sole* (एकमात्र, अकेला) judge of truth.
69. Sort—What *sort* (तरह) of man is he? The postman *sorts* (बल्लग-बल्लग करना, छानना) out letters.
70. Subject—A finite verb agrees with its *subject* (कृती). The king did not care for his *subject* (पना). What is the *subject* (विषय) of your speech? The price of the book is *subject* (आश्रित, निर्भर) to changes from time to time.
71. Suit—I have a woollen *suit* (सूट). This does not *suit* (शोषा देना, अच्छा लगना) you. This programme does not *suit* (अनुरूप होना) me. It is a civil *suit* (मुकदमा).
72. Top—Boys like to spin a *top* (लट्ठू). He is standing at the *top* (चोटी) of a hill. You will *top* (सबसे आगे बढ़ जाना) the list of successful candidates.
73. Too—it is *too* (उचित से अधिक) hot. He, *too* (भी), will join us.
74. Trumpet—The *trumpet* (सौगा, एक प्रकार का बाजा) has inspired our soldiers. Elephants *trumpet* (जिप्पाड़ना).
75. Void—Dr. Rajendra Prasad's death has created a *void* (शून्य स्थल) in our public life. The law is now null and *void* (बेकार).
76. Well—It is a deep *well* (कुआँ). I am all *well* (स्वस्थ). I have done *well* (अच्छा, सफलतापूर्वक). Water is *welling* up (जिंकलना). *Well* (अच्छा), I will see to it.
77. Will—Who *will* go? God *willed* (रक्का करना) that man should die. He left a *will* (वसीयतनामा) behind his death.

78. Wind—The *wind* (हवा) is blowing hard. Please *wind* (बाँधी देना) the watch. Let us now *wind up* (समेटना, बंद करना) the discussion.
79. Word—Proper use of *word* (शब्द) is essential for good style. He sent me *word* (संदेश) that he would come. He gave me *word* (जमान, वादा) that he would help me. He does not obey my *word* (कहना).

## 5. HOMOPHONES

Such words as are similar in look or sound but different in meaning are called **HOMOPHONES**; e. g. Birth and Berth, Beach and Beech. The following list of Homophones deserves special attention—

1. Access (reach)—Students should have free *access* to their teachers.  
Excess (too much)—*Excess* of everything is bad.
2. Accept (take)—He *accepted* with thanks some humble presents from me.  
Except (excluding)—None could compete *except* him.
3. Accident (a mishap, दुर्घटना)—Road *accidents* are common to-day.  
Incident (an event, घटना)—A great man's life is full of important *incidents*.
4. Adapt (adjust, suit)—Education helps us *adapt* ourselves to even unfavourable circumstances.  
Adept (expert, skilful)—Hitler was an *adept* in the art of public speaking.  
Adopt (choose, tune up)—One must always *adopt* right means.
5. Affect (pretend, influence)—The criminal *affected* (pretended) madness. This simple failure should not *affect* (influence) your career.  
Effect ('result' if used as a Noun and 'to bring about' if used as a Verb)—Every *effect* must have its cause. Mahatma Gandhi *effected* great political and social reforms.
6. Altar (a place for offerings in a temple or church, शिवालय)—Several goats were sacrificed at the *altar*.  
Alter (change)—Nothing can *alter* my opinion now.
7. Allusion (indirect reference)—In this poem there is an *allusion* to Gandhiji's death.  
Illusion (deceptive appearance, भ्रम, माया)—Some philosophers regard the world as an *illusion*.
8. Apposite (suitable, proper)—The remarks of the Prime Minister on the defects of the present system of education were *apposite*.

Opposite (contrary, quite different)—Your opinions are *opposite* to mine.

9. Avocation (secondary occupation, शौख वेला)—My *avocation* is painting.

Vocation (regular profession, वेला)—Your *vocation* is teaching.

10. Bare (uncovered, खाली)—It is not safe to walk on *bare* foot.

Bear (tolerate)—I cannot *bear* such insults.

11. Birth (coming into life)—What is your date of *birth*?

Berth (a seat in a cabin or carriage)—I have reserved a *berth* in a first class compartment.

12. Bridal (relating to marriage)—A *bridal* ceremony should be simple.

Bridle (rein etc. जलाम बादि)—The new *bridle* has been put on the horse.

13. Canvas (rough cloth of hemp or flax)—My shoe is made of *canvas*.

Canvass (solicit votes of some favour)—A candidate for the Assembly has to *canvass* for votes from door to door.

14. Casual (accidental, occasional, क्षणिक)—*Casual* leave to teachers is granted by the Principal.

Causal (having the relation between cause and effect)—There is no *causal* relation between wealth and happiness.

15. Check [(i) restrain or prevent, (ii) test]—I cannot *check* him from smoking. I have *checked* (tested or examined) all the accounts.

Cheque (a written order to a bank for money)—He was paid by *cheque*.

16. Cession (surrender of something or transfer of a territory)—The *cession* of a part of West Bengal has been demanded by Pakistan.

Session (a term or period)—The college *session* has started.

Cessation (stopping)—The U. N. O. is trying hard for the *cessation* of armed conflict in the Congo.

17. Coarse (rough)—I cannot wear *coarse* cloth.

Course (line of action)—I do not know which *course* to adopt.

18. Corpse (dead body)—The *corpse* was covered with flowers.

Corps (a body of troops)—The National Cadet *Corps* is doing much service.

19. Complement (that which completes)—Milk is a good *complement* of our diet.

- Compliment (regards, courtesy)— Pay my best *compliments* to mother.
20. Consciolous (aware)— I am *conscious* of my duties.  
 Conscientious (honest, obedient to one's conscience)— It is only a *conscientious* worker who always does his duties.
21. Credible (believable)— The news is too good to be *credible*.  
 Creditable (worthy of praise and honour)— Your performance at the examination is really very *creditable*.  
 Credulous (ready to believe easily)— *Credulous* persons fall victims to cheats.
22. Defy (challenge)— He dare not *defy* my orders.  
 Delfy (to worship as a god)— Mahatma Gandhi is now *deified* by the Indians.
23. Descent (downward slope)— This hill has a sharp *descent*.  
 Dissent (differ)— I *dissent* from you on several points.  
 Decent (proper)— A student's manners must always be *decent*.
24. Diseased (suffering from a disease)— The milk of a *diseased* cow is harmful.  
 Deceased (dead)— The *deceased* has left his will.
25. Draught (the quantity of liquid drunk at a time, current of air)—  
 The thirsty beggar is crying for a *draught* of water. If you sit in a *draught*, you will fall ill.  
 Drought (want of rain)— Bihar is very often visited by a serious *drought*.  
 Draft (to draw up a rough sketch, द्राफ्ट)— I have to *draft* all the letters. The *draft* of the letter has been approved.
26. Eminent (prominent, famous)— Newton was an *eminent* scientist.  
 Imminent (impending, about to happen)— Mr. Shastri is sure that war is not *imminent*.
27. Emigrant (a man who leaves his country and settles in another)— He is an *emigrant* from Pakistan.  
 Immigrant (a man who comes to live in a foreign country)— In India all the *immigrants* enjoy the rights of a citizen.
28. Eligible (fit to be chosen)— Persons holding at least a second class Master's Degree are *eligible* for lectureship.  
 Illegible (that which cannot be read)— *Illegible* handwriting is a very great defect for a writer.
29. Elicit (to draw out by question and answer)— The police succeeded in *eliciting* some necessary information.  
 Illicit (unlawful)— He was charged with *illicit* sale of opium.

30. Eruption (bursting up)— Volcanic *eruptions* in Japan are common.  
 Irruption (sudden invasion)— The *irruption* of the Chinese into Indian borders was condemned by almost all the nations of the world.
31. Fair [(i) just, (ii) a show]— All's *fair* in love and war. The Sonapur *fair* is very famous.  
 Fare (passage money)— What is the train *fare* from Gopalganj to Patna ?
32. Gate (door)— The *gate* is closed.  
 Gait (manner of walking, गति)— She has a charming *gait*.
33. Gamble (play for stakes, money)— *Gambling* has ruined many rich men.  
 Gambol (to play or dance about, घुम्कना)— Young lambs are *gambolling* on the green.
34. Hoard (to store)— A miser does nothing but *hoard* money.  
 Horde (a gang)— A *horde* of tribesmen have attacked the Indian borders.
35. Ingenious (clever, skillful)— Robinson Crusoe was an *ingenious* person.  
 Ingenuous (frank and simple)— An *ingenuous* person is liked by all.
36. Jealous (envious)— A *jealous* person has no peace of mind.  
 Zealous (full of enthusiasms, जोर और हर्ष से बरा हुआ)— Mr. Nehru was a *zealous* reformer.
37. Later (more late in time)— He came *later* than I.  
 Latter (opposed to former)— Keats and Shelley are great poets but the former is greater than the *latter*.
38. Loose (as an Adj. 'not tight', as a Verb 'to release')— Your coat is *loose*. It is not safe to let *loose* this wild dog.  
 Lose (suffer loss)— A liar has to *lose* much.
39. Monetary (relating to money)— Do not be guided by *monetary* motives.  
 Monitory (giving warning or advice)— We should respect the *monitory* counsel of our trusted friends.
40. Persecute (oppress, अत्याचार से दण्ड देना)— Money-lenders still *persecute* simple villagers.  
 Prosecute [(i) to bring before a court, (ii) to pursue]— He was *prosecuted* on a charge of cheating. This boy is unable to *prosecute* his studies further.

41. Pray (make devout request)—I *pray* to God everyday.  
Prey (victim)—Bihar has fallen a *prey* to flood and disease.
42. Prescribe (to give directions for the use of)—The doctor has *prescribed* very costly medicines. This book is *prescribed* for Pre-University and Degree Examinations.  
Proscribe (to prohibit)—Indecent films should be *proscribed* by the Government.
43. Precede (to go before) —A storm is *preceded* by a peculiar lull.  
Proceed (to go ahead, अगे बढ़ना)—He *proceeded* with a great work in spite of difficulties.
44. President (one who presides over a meeting)—The *President* spoke very well.  
Precedent (that which goes before, a previous example for illustration)—The lawyer quoted several *precedents* on this point.
45. Plane [(i) level, (ii) a tool]— You must have a high *plane* of thinking. A carpenter smoothes wood with his *plane*.  
Plain (simple, easy)—*Plain* living without high thinking is not a very helpful principle.
46. Principal (chief, head of a college, capital)—The *principal* streets were nicely decorated. The *Principal* has granted me full free-studentship. The interest on the *principal* is low.  
Principle (fundamental law or truth, सिद्धांत)—Nobody today believes in the *principle* of 'might is right'. A man of *principle* often suffers but he does not give up his *principles*.
47. Quite (altogether)—It is *quite* impossible.  
Quiet (silent)—The place is calm and *quiet*.
48. Stationary (Adj.—fixed)—The earth is not *stationary*.  
Stationery (Noun—writing material—paper, envelopes, etc.)—  
Much *stationery* is wasted in offices these days.
49. Umpire (a referee in a game of cricket)—No player can disobey the *umpire*.  
Empire (dominion)—The British *Empire* has now become much smaller.
50. Waive (to forgo, छोड़ देना)—My claims were *waived*.  
Wave—*Waves* are rising in the sea.

## EXERCISE

SUBSTITUTE SUITABLE WORDS FOR THE  
WORDS IN ITALICS—

1. He was *brought up at Oxford*. [*educated*]
2. He has a *surprising* (*astounding*) memory. [*astounding*]

3. Is this an *abbreviated* edition of Macbeth ? (*abridged*)
4. He has brought a *huge quantity* of books. (*a large number*)
5. Is it not a *careless and badly written* sentence ? (*a slipshod sentence*)
6. Mahatma Gandhi was a *notorious* thinker. (*notable*)
7. Several *famous* names were remembered. (Several *notable* names were recalled)
8. Prime ministership was his *lot stroke* fate. (*destiny*)
9. It was a *memorial* battle. (*memorable*)
10. The minister received a great *innovation* at the acrodrome. (*ovation*)
11. That letter was *interceded* by the C. I. D. (*intercepted*)
12. A lunar *ellipse* occurred last night. (*eclipse*)
13. He *suspects* the existence of God. (*doubts*)
14. His character is *abave* doubt. (*above suspicion*)
15. Shelley's poems were *deprecated*. (*depreciated*)
16. He is *partially* wrong. (*partly*)
17. What is the *signification* of this title ? (*significance*)
18. This principle is worthy of *acceptation*. (*acceptance*)
19. Tea is a mild *stimulus*. (*stimulant*)
20. He always speaks in a *contemptible* tone. (*contemptuous*)
21. He *glorifies in* being a defender of the poor. (*glories in*)
22. It is a *momentary* decision of the government to nationalise banks. (*momentous*)
23. It is merely a *momentous* thought. (*momentary*)
24. It is a purely *temporal* post ? (*temporary*)
25. What he says is of no *signification*. (*significance*)
26. The wife's behaviour greatly *aggravated* the husband. (*annoyed, irritated*)
27. Heat *effects* everything. (*affects*)
28. Do you *mind* your date of birth ? (*remember*)
29. This door is meant for *exodus*. (*exit*)
30. The *admittance* of his guilt has now revealed the whole secret. (*admission*)
31. Do you *admit* of breaking into the house ? (*admits*)
32. The rules do not *admit* your doing like this (*a fault of*)
33. The *obervation* of certain social customs is not convenient. (*observance*)
34. The *sensuif* imagery of Keats's poetry is praised by all. (*sensuous*)
35. *Corporeal* punishment has been abolished. (*corporal*)
36. It is really a very *ingenuous* device (*ingenious*)
37. The *sign'fiance* of this word is still doubtful. (*signification*)



38. Let us take measures to *insure* that the instructions are carried out. (*ensure*)
39. His reputation has been *increased* by this poem. (*enhanced*)
40. He is an *imminent* poet. (*eminent*)
41. The world is not in an *eminent* danger of a world war. (*imminent*)
42. The criminal *refused* the charge. (*denied*)
43. He *denied* to help me. (*refused*)
44. I will *refuse* the invitation. (*decline*)
45. Life is a *delusion*. (*an illusion*)
46. The magician created a clever *illusion*. (*delusion*)
47. I have paid the *principle*, but not the interest. (*principal*)
48. There is no free *accession* to his chamber. (*access*)
49. His *adhesion* to his principles is remarkable. (*adherence*)
50. Man is a bundle of *customs*. (*habits*)
51. His sense of *observance* is very keen. (*observation*)
52. I am *ensured* for Rs. 50000/-. (*insured*)
53. Kanpur is an *industrious* city. (*industrial*)
54. He is an *imaginary* poet. (*imaginative*)
55. I cannot give you *some* money. (*any*)
56. This bad book has been *prescribed*. (*proscribed*)
57. His handwriting is *ineligible*. (*illegible*)
58. He was given plenty of good *council* but no food. (*counsel*)
59. He is *sensible* to criticism. (*sensitive*)
60. *Improbable* is that which can never happen. (*impossible*)
61. I do *claim* my innocence. (*assert*)
62. Why do you still *claim* that you are right? (*maintain*)
63. These urgent matters *assert* my attention. (*claim*)
64. Both sides *maintain* victory. (*claim*)
65. Her sweet music *captured* everybody's heart. (*captivated*)
66. When was America *invented*? (*discovered*)
67. The university *statue* has been amended. (*statute*)
68. She has great *affectation* for her children. (*affection*)
69. With my best *complements*. (*compliments*)
70. Why do you like *judicious* service? (*judicial*)
71. It is a *venal* crime. (*venial*)
72. A *sinking* person catches at a straw. (*drowning*)
73. He is a *practicable* man. (*practical*)
74. This scheme is not *practical*. (*practicable*)
75. I like this poem because there is *lack* of false sentiment.  
(*absence of*)
76. It is *totally* good. (*wholly*)

77. It is *utterly* false. (*completely*)
78. He is a *complete* fool. (*an utter fool*)
79. He is on *afficious* tour. (*official*)
80. His *official* manner is irritating. (*officious*)
81. This novel is too imaginary to be *creditable*. (*credible*)
82. He has achieved *credible* success. (*creditable*)
83. It is a *salutary* climate. (*salubrious*)
84. It is a *salubrious* plan. (*salutary*)
85. The President has given *ascent* to this bill. (*assent*)
86. Damp climate has *effected* my health. (*affected*)
87. Your behaviour is not *descent*. (*decent*)
88. I *decent* on this point. (*dissent*)
89. Is the earth *stationery*? (*stationary*)
90. Do you like this *cite*? (*site*)
91. The king's sceptre is a symbol of *temporal* power. (*temporal*)
92. Is it a *spectious* house. (*spacious*)
93. Please stand in *cue*. (*queue*)
94. He *affected* several reforms in law. (*effected*)
95. There are *beneficial* men in every society. (*beneficent*)
96. He gave me very *practicable* suggestions. (*practical*)
97. There is here a *continual* line of houses. (*continuous*)
98. I will take *powerful* action against him. (*strong*)
99. He is a *deceptive* person. (*deceitful*)
100. His appearance is *deceptive*. (*deceptive*)
101. He is a *luxuriant* man. (*luxurious*)
102. This plant has a *luxurious* growth. (*luxuriant*)
103. He is a *populous* man. (*popular*)
104. Is there any *president* for this? (*precedent*)
105. I *arose* early. (*rose*)
106. A storm *rose*. (*arose*)
107. Is not your brother your blood *relative*? (*relation*)
108. She *granted* birth to a male child. (*gave*)
109. Several honours were *given* to him. (*conferred upon him*)
110. He sat at a *verbal* examination. (*an oral examination*)
111. He was asked to go *slowly* with the work. (*go slow*)
112. He is walking *slow*. (*slowly*)
113. It is a *comical* story. (*comic*)
114. He has a *comic* appearance. (*comical*)
115. It is *too good* of you. (*very good*)
116. He went to Banaras *via* train. (*by*)

117. The people *would* believe that the earth was flat. (*used to*)  
 118. His *economical* condition is bad. (*economic*)  
 119. Some misunderstanding has *transpired*. (*occurred*)  
 120. As a result of the inquiry it *happened* that accounts had not been maintained properly. (*transpired*)  
 121. These trucks are meant for the *transportation* of goods. (*transportation*)  
 122. This *torturous* route is extremely *tortuous*. (*tortuous route*)  
 123. It has my *unanimous* support. (*wholehearted*)  
 124. The *usage* of water for washing purposes is forbidden. (*use*)  
 125. This is a wrong *usage* of this idiom. (*use*)  
 126. 'It is me' is established by *use*. (*usage*)  
 127. Who is the *tragical* hero? (*tragic*)  
 128. I am *stopping* with my friend. (*staying*)  
 129. Please *stay* talking. (*stop*)  
 130. He is a *rural* character. (*rustic*)  
 131. Don't *arouse* my anger. (*rouse*)  
 132. I will resign as a last *recourse*. (*resort*)  
 133. I *refrain from* the temptation to do so. (*resist the temptation*)  
 134. With the *advancement* of winter the days grow shorter. (*advances*)  
 135. It is a *masterful* piece of work. (*masterly*)

## 6. THE SAME WORD USED AS DIFFERENT PARTS OF SPEECH

### (A)

- Above**— Rain drops from *above*. (N.)  
           Kites fly *above* like birds. (Adv.)  
           It is hanging *above* my head. (Prep.)
- After**— I believe in *after* life. (Adj.)  
           He reached long *after*. (Adv.)  
           He came *after* me. (Prep.)  
           I will go *after* he has returned. (Conj.)
- All**— *All* is lost now. (N.)  
           I had many friends but *all* have left me now. (Pron.)  
           *All* men are mortal. (Adj.)  
           I am *all* well now. (Adv.)

- Any— Have you *any* money ? (Adj.)  
 I do not believe *any* of these boys. (Pron.)  
 I cannot stay here *any* longer. (Adv.)
- As— This is the same pen *as* mine. (Pron.)  
*As* he was poor, I helped him. (Conj.)  
 Please see me *as* early as possible. (Adv.)
- Before— He helped me *as before*. (Adv.)  
 He stood *before* me. (Prep.)  
 I will go *before* you come back. (Conj.)
- Better— Ram is *better* than Shyam. (Adj.)  
 I feel *better* today. (Adv.)  
 You should obey your *bettors*. (N.)
- Both— *Both* of you are right. (Pron.)  
*Both* the books are good. (Adj.)  
*Both* Ram and Shyam are good boys. (Adv.)
- But— There is no mother *but* loves her children. (Pron.)  
 'But me no *buts*'. ('But' is a Verb and 'buts' is a Noun.)  
 He saw me *but* once. (Adv.)  
 I tried *but* failed. (Conj.)  
 None *but* graduates should apply. (Prep.)
- Down— Even these barren *downs* look lovely. (N.)  
 I will catch the *down* train. (Adj.)  
 Failures should not *down* your spirits. (V.)  
 He came *down* quickly. (Adv.)  
 The boat went *down* the river. (Prep.)
- Either— There are trees on *either* side of the road. (Adj.)  
*Either* of you is wrong. (Pron.)  
*Either* he or I will go there. (Conj.)
- Enough— He has had *enough* of pleasures. (N.)  
 I have eaten *enough* bread. (Adj.)  
 He is kind *enough* to help me. (Adv.)
- Half— *Half* of the course is unfinished. (N.)  
 Charity is *half* way to heaven. (Adj.)  
 He is *half* alive and half dead. (Adv.)
- Little— Great men want but *little* for themselves. (N.)  
 Let me take a *little* rest. (Adj.)  
 I am *little* tired. (Adv.)
- Many— *Many* of my friends have come (N.)  
*Many* will cheat you (Pron.)  
*Many* men are good. (Adj.)



- That— *That* book is mine. (Adj.)  
 This is the book *that* I bought yesterday. (Pron.)  
 He labours hard *that* he may pass. (Conj.)
- Than— I love you more *than* he. (Conj.)  
 I can read any book other *than* that. (Prep.)
- The— *The* sun has set. (Article)  
*The* higher we go, *the* cooler it is. (Adv.)
- Well— There is a *well* near my house. (N.)  
 I have done *well*. (Adv.)  
 You are a good boy, *well* I will help you. (Conj.)
- What— *What* is your name ? (Pron.)  
*What* book is that ? (Adj.)  
*What* with merit and *what* with labour, he rose very  
 high in life. (Adv.)
- While— I read the book for a long *while*. (N.)  
 He was attacked *while* asleep. (Adv.)  
 Make hay *while* the sun shines. (Conj.)  
 You should not *while* away your time. (V.)
- Why— *Why* did you do so ? (Adv.)  
 I do not know *why* he does not write to me. (Conj.)  
 I do not know the *whys* and wherefores of this issue. (N.)

## (B)

- Air— We cannot live without *air*. (N.)  
 We should *air* our woollen clothes from time to time. (V.)
- Arm— He lost his left *arm*. (N.)  
 Dacoits decided to *arm* themselves with deadly weapons. (V.)
- Back— I lifted him on my *back*. (N.)  
 I will *back* you in all your plans. (V.)  
 He broke the *back* door. (Adj.)  
 He will come *back* soon. (Adv.)
- Bare— Portia asked Antonio to *bare* his bosom. (V.)  
 His head is *bare*. (Adj.)
- Battle— He *battled* hard against the enemy. (V.)  
 A serious *battle* has taken place. (N.)
- Beard— I *bearded* the tiger in the forest. (V.)  
 I do not like long *beards*. (N.)

- Bell**— The *bell* is gone. (N.)  
Who will *bell* the cat ? (V.)
- Bend**— I may break but cannot *bend*. (V.)  
There is a sharp *bend* in the street near my house. (N.)
- Bite**— Snake-bite is rare in winter. (N.)  
Barking dogs seldom *bite*. (V.)
- Board**— I have *boarded* the train. (V.)  
The Examination *board* sits today. (N.)
- Book**— This is a good *book*. (N.)  
Please *book* my luggage. (V.)
- Brave**— He is a *brave* man. (Adj.)  
The ship has *braved* the weather well. (V.)
- Breakfast**— I *breakfast* at 7 a m. (V.)  
I had a light *breakfast*. (N.)
- Breast**— He *breasted* the angry waves. (V.)  
Keep your *breast* covered. (N.)
- Bridge**— He crossed the *bridge*. (N.)  
The enmity between them was *bridged* at last. (V.)
- Button**— It is a costly *button*. (N.)  
Please *button* up your shirt. (V.)
- Case**— He was *cased* today. (V.)  
He was beaten with a *cane*. (N.)
- Cart**— Sweepers have to *cart* the rubbish away. (V.)  
This *cart* is drawn by horses. (N.)
- Corner**— He was badly *cornered* in the open meeting. (V.)  
Don't sit in the *corner*. (N.)
- Crop**— Many problems have *cropped* up. (V.)  
This is a fine *crop*. (N.)
- Crown**— He was *crowned* king. (V.)  
This is a golden *crown*. (N.)
- Cut**— The tree was *cut* down. (V.)  
It is an unkind *cut*. (N.)
- Drink**— You must avoid strong *drink*. (N.)  
He *drinks* hard. (V.)
- Drive**— Who will *drive* the car ? (V.)  
I enjoyed a nice *drive* last evening. (N.)
- Dog**— Why do you *dog* my footsteps ? (V.)  
I have a pet *dog*. (N.)
- Dry**— The weather is *dry*. (Adj.)  
Please *dry* my silken clothes today. (V.)

- Eye— He lost one *eye*. (N.)  
The police officer *eyed* him with suspicion. (V.)
- Face— Wash your *face*. (N.)  
I have *faced* much difficulty. (V.)
- Fall— The rise or *fall* of men depends upon their character. (N.)  
*Fall in*. (V.)
- Feed— The mother *feeds* her baby. (V.)  
He was given a small piece of bread at one *feed*. (N.)
- Fill— I have had my *fill*. (N.)  
*Fill up* the form. (V.)
- Finish— *Finish* the work quickly. (V.)  
The army fought to a *finish*. (N.)
- Fix— I am in a *fix*. (N.)  
The date has been *fixed*. (V.)
- Flock— I have a *flock* of cattle. (N.)  
Students *flock* about good teachers. (V.)
- Flood— The market is *flooded* with books. (V.)  
*Floods* must be controlled. (N.)
- Foot— He has lost one *foot*. (N.)  
Let us *foot* the distance. (V.)
- Glory— The ancient *glories* of India should be restored. (N.)  
The country *gloried in* the fall of its enemy. (V.)
- Head— *Head* the ball. (V.)  
He lost his *head*. (N.)  
He is the *head* clerk of my office. (Adj.)
- Hold— I have no *hold* on him. (N.)  
I *hold* you responsible. (V.)
- House— Our college is *housed* in a rented building. (V.)  
He has no *house* to live in. (N.)
- Humble— All his pride was *humbled* to the dust. (V.)  
It is my *humble* prayer. (Adj.)
- Idle— He is an *idle* boy. (Adj.)  
Don't *idle* away your time. (V.)
- Iron— Who has *ironed* your coat? (V.)  
*Iron* is a heavy metal. (N.)  
He ruled with an *iron* hand. (Adj.)
- Know— I am not in the *know* of this matter. (N.)  
I do not *know* you. (V.)
- Lame— It is a *lame* excuse. (Adj.)  
My servant *lamed* the horse. (V.)



- Lead—Who will *lead* the country to freedom ? (V.)  
     I will take the *lead* (N.)
- Level—The ground is not *level*. (Adj.)  
     Who will *level* the ground ? (V.)
- Lift—I cannot *lift* this heavy load. (V.)  
     A *lift* can lift even the heaviest engine. (N.)
- Man—The army is *manned* by highly trained soldiers. (V.)  
     He is a *man*. (N.)
- Milk—I like *milk*. (N.)  
     *Milk* the cow. (V.)
- Pocket—There is no money in his *pocket*. (N.)  
     He *pocketed* a large sum of money. (V.)
- Purchase—I have *purchased* a cow. (V.)  
     The *purchase* was made on Monday. (N.)
- Push—I *pushed* him out. (V.)  
     He lacks *push*. (N.)
- Reach—It is beyond my *reach*. (N.)  
     He *reached* in time. (V.)
- Refuse—He *refused* to help me. (V.)  
     The ditch was filled with *refuse*. (N.)
- Return—See me on my *return*. (N.)  
     It is a *return* ticket. (Adj.)  
     He has *returned*. (V.)
- Right—Please *right* the wrong done to him. (V.)  
     It is my *right* hand. (Adj.)  
     A citizen has many *rights* and duties. (N.)
- Saddle—He is *saddled* with a large family. (V.)  
     The new *saddle* is very costly. (N.)
- School—He reads in a *school*. (N.)  
     He is a *school* boy. (Adj.)  
     He was thoroughly *schooled* in the art of preaching. (V.)
- Second—I will return in a *second*. (N.)  
     It is my *second* attempt. (Adj.)  
     He stood *second*. (Adv.)  
     I *second* this proposal. (V.)
- Ship—Much of our sugar is *shipped* to America. (V.)  
     The ship has left the harbour. (N.)
- Shoulder—His *shoulders* are strong. (N.)  
     I have *shouldered* heavy responsibilities. (V.)
- Shower—There was a mild *shower* of rain yesterday. (N.)  
     He has *showered* many gifts and honours on me. (V.)

- Silence— The noisy children were *silenced*. (V.)  
I am fond of *silence*. (N.)
- Single— Why do you *single me out* ? (V.)  
He has not a *single* book. (Adj.)
- Smooth— Cream *smoothes* even a rough face. (V.)  
His words are very *smooth*. (Adj.)
- Sour— This grape is *sour*. (Adj.)  
Curd has *soured* my teeth. (V.)
- Split— *Split* it into two. (V.)  
There is a *split* in the party. (N.)
- Spy— I have *spied* your movements. (V.)  
He is a *spy*. (N.)
- Station— The army has been *stationed* on the border. (V.)  
It is a railway *station*. (N.)
- Steam— The train has *steamed* off. (V.)  
Who discovered the power of *steam* ? (N.)
- Stone— *Stone* is hard. (N.)  
He was *stoned* to death. (V.)
- Storm— His house was *stormed* by dacoits. (V.)  
The *storm* has damaged my house. (N.)
- Stream— Tears are *streaming* down his cheeks. (V.)  
He was drowned in the mid-*stream*. (N.)
- Thin— Famine has *thinned* the population of the country. (V.)  
He is very lean and *thin*. (Adj.)
- Thirst— He is *thirsting* for powers. (V.)  
He has great *thirst* for money. (N.)
- Thread— You cannot *thread* a needle in hurry. (V.)  
The *thread* is very weak. (N.)
- Throw— He jumped at every *throw*. (N.)  
It was *thrown* away. (V.)
- Thunder— The speaker *thundered* several times. (V.)  
The *thunder* has badly disturbed me. (N.)
- Tide— I could *tide* over the difficulty with his help. (V.)  
The *tide* is rising high. (N.)
- Time— The bus is *timed* to reach in the morning. (V.)  
Don't waste your *time*. (N.)
- Trade— He *trades* in rice. (V.)  
It is a profitable *trade*. (N.)
- Touch— Finishing *touch* is being given to the arrangements. (N.)  
Do not *touch* fire. (V.)

- Turn— The road takes a *turn* here. (N)  
I *turned* him out. (V.)
- Tutor— The client was *tutored* by his lawyer. (V.)  
He is my *tutor*. (N.)
- Water— Who has *watered* these plants? (V.)  
We cannot live without *water*. (N.)
- Wear— Don't *wear* wet clothes. (V.)  
This is my Sunday's *wear*. (N.)
- Weather— Pt. Nehru *weathered* many a political storm. (V.)  
It is a fine *weather*. (N.)
- Wet— Don't wear *wet* clothes. (Adj.)  
Wet your lips. (V.)
- Will— Take what you *will*. (V.)  
The dying man has prepared his *will*. (N.)
- Winter— This year our President will *winter* in the South. (V.)  
*Winter* has set in. (N.)
- Word— An application should be mildly *worded*. (V.)  
He is a man of *word*. (N.)
- Wrong— He was *wronged* by his own friends. (V.)  
It is *wrong*. (Adj.)  
Do a little *wrong* to do a lot of right. (N.)

## 7. THE FORMATION OF WORDS

### (A) Formation of Nouns from Verbs

Verbs	Nouns	Verbs	Nouns
abide	abode (निवास)	arrive	arrival
abound	abundance (बहुतावत)	ascend	ascent (चढ़ाव)
accede	access (सुविधा)	assist	assistance
act	action	assume	assumption (धारणा)
admit	admission	assure	assurance
adore	adoration (पूजा)	attach	attachment (जुगान)
advise	advice		
agree	agreement	attend	attendance
apply	application	avow	avowal
apprehend	apprehension (धर)	bear	birth
		behave	behaviour
approve	approval	believe	belief

<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>
belong	belongings	depart	departure
betray	betrayal (बेवफा)	descend	descent (उतार)
bind	bond (हस्तारेख)	die	death
bite	bite	diminish	diminution
bless	bliss, blessing	dine	dinner
break	breach (कटाव)	discover	discovery
burn	brand, burn	dismiss	dismissal
bury	burial	distinguish	distinction
carry	carriage	disturb	disturbance
certify	certificate	do	deed
choose	choice	drive	drove, drive
commit	{ commitment, { committee	enjoy	enjoyment
compel	compulsion	enter	{ entry, { entrance
comply	compliance (स्वीकृति)	envelop	envelope
concede	concession (सुविधा)	err	error
confide	confidence	exceed	excess
consider	consideration	excel	excellence
consume	consumption (खपत)	exist	existence
		expect	expectation
		expel	expulsion
		extend	extension (फैलाव)
contain	contents (विषय)	fail	failure
contend	{ contention, { contest (लड़ाई)	float	fleet
contradict	contradiction	flow	flood
convert	conversion	fly	flight
deal	dole (दान)	give	gift
deceive	{ deceit { deception	go	gait (चाल)
		grieve	grief
decide	decision	grow	growth
defend	defence	hate	hatred
defer	{ deferment (स्थगन), { deference (बाद)	heal	health
		imagine	imagination
defy	defiance (कुनौती)	imitate	imitation (नकल)
deliver	{ delivery, { deliverance (मुक्ति)	interfere	interference
			(हस्तक्षेप)
deny	denial	introduce	introduction
		insure	insurance
		invite	invitation

<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>
judge	{ judgment, { judge	reduce	reduction
know	knowledge	refer	reference
laugh	laughter	refuse	refusal
learn	{ lore (गुरु), { learning	relieve	relief
lend	loan	rely	reliance
live	life, living	remember	remembrance
lose	loss	repeat	repetition
maintain	maintenance	resolve	resolution
manage	{ management, { manager	respond	response
marry	marriage	reveal	revelation
mean	meaning	secure	security
mix	mixture	see	sight
move	{ movement, { motion	seize	seizure
obey	obedience	sell	sale
object	objection	serve	service
occupy	occupation	shake	shock
offend	offence	sing	song
oppose	opposition	sit	seat
perform	performance	slay	slaughter
permit	permission	solve	solution
please	pleasure	speak	speech
practise	practice	steal	stealth
presume (मान लेना)	presumption	strike	stroke, strike
proceed	{ procedure, { process	succeed	success
prophecy	prophecy	sustain	sustenance
protect	protection	tell	tale
prove	proof	think	thought
provide	provision	trace	track
pursue	pursuit	try	trial
quote	quotation	unite	{ union, unity, { unison
receive	{ receipt, { reception	vacate	{ vacancy, { vacation
recover	recovery	vary	variance, variation
redeem (रुद्ध करना)	redemption	weave	web
		wed	wedding
		weigh	weight
		write	writing

## (B) Formation of Nouns from Adjectives

<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>
able	ability	moral	morality
abundant	abundance	necessary	necessity
accurate	accuracy	noble	nobility
active	activity	novel	novelty (नवापन)
brave	bravery	obedient	obedience
brief	brevity	one	oneness
broad	breadth	perfect	perfection
busy	business	pious	piety
calm	calmness	poor	{ poverty, { pooriness
casual	{ casualty, { casualness	popular	popularity
certain	certainly	precise	precision
cheap	cheapness	private	privacy
cruel	cruelty	proud	pride
curious	curiosity	prudent	prudence
deep	depth	pure	purity
efficient	efficiency	real	reality
equal	equality	rival	rivalry
excellent	excellence	safe	safety
false	{ falsehood, { falsity	scarce	scarcity
free	freedom	secret	secrecy
gallant	gallantry (वीरता)	short	{ shortage (कमी), { shortness (छोटापन).
gay	gaiety (खुशी)	solitary	solitude
generous	generosity (बराबरी)	splendid	splendour
grand	grandeur	strong	strength
happy	happiness	stupid	stupidity
high	height	sweet	sweetness
holy	holiness	swift	swiftness
hot	heat	timid	timidity (कायरता)
human	humanity	true	truth
	(मनुष्यता)	vacant	vacancy
	humility (नम्रता)	vain	vanity (व्यर्थता)
humble	inferiority	violent	violence
inferior	justice	vital	vitality (ताकत)
just	length	weak	weakness
long	merriment	wide	width
merry	mortality	wise	wisdom
mortal		young	youth

## (C) Formation of Abstract Nouns from Concrete Nouns

<i>Concrete Nouns</i>	<i>Abstract Nouns</i>	<i>Concrete Nouns</i>	<i>Abstract Nouns</i>
agent	agency	king	kingship
author	authorship	man	manhood
baby	babyhood	martyr (मर्त्य)	martyrdom
beggar	beggary	mother	motherhood
bond	bondage	owner	ownership
broker (दलाल)	brokerage	patriot	patriotism
child	childhood	pilgrim	pilgrimage
coin	coinage	priest	priesthood
coward	cowardice	robber	robbery
dacoit	dacoity	servant	service
enemy	enmity	slave	slavery
father	fatherhood	thief	theft
friend	friendship	widow	widowhood
hero	heroism	witch	witchery
infant	infancy	woman	womanhood

## (D) Formation of Verbs from Nouns

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
air	aerate, air	colony	colonize
apology	apologize	(अपनीक्षा)	
authority	authorize	company	accompany
bath	bath, bathe	courage	encourage
beauty	beautify	critic	criticize
belief	believe	custom	accustom
black	blacken	danger	endanger
bliss	bless	deity	deify
blood	bleed	(देवी-देवता)	
body	embody	dew	bedew
breath	breathe	drop	drip
brood	breed	economy	economize
camp	encamp	electricity	electrify
capital	capitalize	example	exemplify
centre	{ centralize, { concentrate	food	feed
character	characterize	fool	befool
claim	claim, acclaim	force	force, enforce
class	classify	fraud (धोखा)	defraud
		friend	befriend

<i>Nouns</i>	<i>Verbs</i>	<i>Nouns</i>	<i>Verbs</i>
fright (फ़्रीट)	frighten	necessity	necessitate
frost (फ़्रोस्ट)	freeze	office	officiate
fruit	fructify	patron	patronize
game	gambol	peace	pacify
glass	glaze	person	{ personify, personate
glory	glorify	prison	imprison
gold	gild	red	redden
grass	graze	roll	enrol
grief	grieve	sale	sell
guile	beguile	sermon	sermonize
habit	habituate	shelf	shelve
half	halve	society	associate
hand	hand, handle	spark	sparkle
harmony	harmonize	(बिजगारी)	
haste	hasten	substance	substantiate
head	head, behead	sympathy	sympathise
heir	inherit	system	systematise
horror	horrify	table	tabulate
idol (इडॉल)	idolize	terror	{ terrify, terrorize
joy	enjoy	throne	{ dethrone, enthroned
justice	justify	title	entitle
knee	kneel	tomb	entomb
knot	knit	utility	utilize
life	live	vacancy	vacate
light	light, lighten	vapour	evaporate
mass	amass	vice	vitate
memory	{ memorise, commemorate	victim	victimize
mind	mind, remind	vigour	invigorate
monopoly	monopolize	wreath (बाल)	wreathe
nation	nationalize		
nature	naturalize		

## (E) Formation of Verbs from Adjectives

<i>Adjectives</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Verbs</i>
able	enable	brief	abbreviate
abundant	abound	broad	broaden
base (बीस)	debase	calm	becalm
bitter	embitter	certain	ascertain
bold	embolden	cheap	cheapen



<i>Adjectives</i>	<i>Verbs</i>	<i>Adjectives</i>	<i>Verbs</i>
civil	civilize	moist	moisten
clean	clean, cleanse	new	renew
clear	clear, clarify	noble	ennoble
dark	darken	particular	particularize
deep	deepen	perpetual	perpetuate
dense (घन)	condense	poor	impoverish
different	differentiate	popular	popularize
equal	equalize	proper	appropriate
false	falsify	public	{publish publicize
familiar	familiarize	pure	purify
feeble (कमजोर)	enfeeble	quiet	quieten
fertile (उर्वर)	fertilize	rare	rarefy
fine	fine, refine	real	realize
firm	{confirm, affirm	rich	enrich
fond	fondle	short	shorten
foul	defile	sick	sicken
fresh	refresh	solid	{consolidate, solidify
general	generalize	special	specialize
glad	gladden	stable	stabilise
hale	heal	strange	estrangle
hard	harden	strong	strengthen
high	heighten	stupid	stupefy
humble	{humiliate, humble	sure	ensure
just	justify	sweet	sweeten
large	enlarge	thick	thicken
little	belittle	timid	intimidate
liquid	liquify	vile	vilify
long	{lengthen, elongate	venerable	venerate
low	lower	white	whiten
mad	madden	wide	widen

## (F) Formation of Adjectives from Nouns

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
accident	accidental	affection	affectionate
advantage	advantageous	air	airy
adventure	adventurous	ancestor	ancestral
advice	advisable	angel	angelic

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
angle	angular	day	daily
atmosphere	atmospheric	devil	devilish
authority	authoritative	dew	dewy
autumn	autumnal	discipline	disciplinary
beauty	beautiful	drama	dramatic
black	black, blackish	duty	dutiful
blood	bloody	earth	{earthly, {earthen
body	bodily	east	eastern
book	bookish		
boy	boyish	economy	{economic, {economical
brass	{brassy, {brazen	emperor	imperial
burden	burdensome	empire	
bush	bushy	enemy	inimical
calamity	calamitous	envy	{envious, {enviable
capacity	capacious	example	exemplary
centre	central		
ceremony	{ceremonial, {ceremonious	expense	expensive
character	characteristic	fable	fabulous
cheer	cheerful	face	facial
child	{childish, {childlike	faith	{faithless, {faithful
chivalry	chivalrous	same	famous
circle	circular	fancy	fanciful
class	{classic, {classical	fate	fateful, fatal
climate	climatic	father	fatherly
cloud	cloudy	fault	faulty
comfort	comfortable	favour	favourable
commerce	commercial	fear	{fearful, {fearless
condition	conditional	feather	feathery
conscience	conscientious	fever	feverish
contempt (w1)	{contemptible, {contemptuous	fire	fiery
courage	courageous	fish	fishy
coward	cowardly	flesh	fleshy
crime	criminal	flower	flowery
custom	customary	fog	foggy
danger	dangerous	fool	foolish
		force	{forcible, {forceful

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
fortune	fortunate	labour	laborious
friend	friendly	law	lawful
fruit	fruitful	life	{lifelike, lively, living
fury (क्रोध)	furious	limit	{limited, limitless
ghost	ghostly	lord	lordly
glory	glorious	love	{lovely, loving
god	godly, godlike	machine	mechanical
gold	golden	man	{manly, manful
habit	habitual	medicine	medicinal
hair	hairy	memory	memorable
hand	handy	merchant	mercantile
harm	{harmless, harmful	mercy	{merciful, merciless
haste	hasty	merit	meritorious
health	{healthful, healthy	metal	metallic
heart	heartly	mind	mental
heaven	heavenly	miracle	miraculous
heir	hereditary	mirth	mirthful
(वत्सविहारी)		moment	{momentary, momentous
hero	heroic	money	monetary
hill	hilly	mooth	monthly
history	{historic, historical	mother	motherly
home	homely	muscle	muscular
honour	{honorary, honourable	music	musical
hope	{hopeful, hopeless	mystery	mysterious
horror	horrible	nation	national
hour	hourly	nature	natural
humour	humorous	navy	naval
ignorance	ignorant	need	needy, needful
industry	{industrial, industrious	neighbour	neighbourly
irony	ironic, ironical	nerve (शक्ति)	nervous
joke	jocular, jocose	night	nightly
joy	joyful, joyous	north	northern
judge	{judicious, judicial	number	{numeral, numerous, numerical
king	kingly		

<i>Nouns</i>	<i>Adjectives</i>	<i>Nouns</i>	<i>Adjectives</i>
office	official	sympathy	sympathetic
origin	original	system	systematic
ornament	ornamental	table	tabular
palace	palatial	talk	talkative
passion	passionate	terror	terrible
peace	peaceful	thief	thievish
people	{ popular, { populous	thought	{ thoughtful, { thoughtless
person	personal	title	titular
picture	picturesque	tragedy	tragic
play	playful	trifle	{ trifling, { trivial
practice	practical	trouble	troublesome
pride	proud	tutor	tutorial
profit	profitable	type	typical
quarrel	quarrelsome	value	valuable
queen	queenly	verb	verbal
question	questionable	vice	vicious
ruin	ruinous	vigour	vigorous
sand	sandy	virtue	virtuous
school	scholastic	voice	vocal
science	scientific	war	warlike
season	{ seasonable, { seasonal	watch	watchful
sense	{ sensible, { sensitive	water	watery
service	serviceable	week	weekly
shame	{ shameful, { shameless	will	{ wilful { willing
sight	sightly	winter	wintry
silk	silken	woman	{ womanly, { womanish
slave	slavish	wool	woollen
smoke	smoky	world	worldly
society	social	worth	worthy
solitude	solitary	wretch	wretched
space	{ spacious, { spatial	year	yearly
star	starry, astral	youth	youthful
storm	stormy	zeal	zealous
sun	sunny		

## 8. FIGURES OF SPEECH

1. Simile—Comparison between two dissimilar (different) things or persons on certain points is called *simile*. From this it follows that likeness between two different things is shown on a few points only. The words commonly used to introduce a *simile* are—  
like, as, just as....in the same way, even as....so, as....so.

*Examples*

- (a) Thy soul was *like* a star....
- (b) Her eyes *as* stars of twilight fair,  
    *Like* twilight's too, her dusky hair;
- (c) My heart is *like* a singing bird.
- (d) *Like* to the summer's rain,  
    Or *as* the pearls of morning dew.  
    N'ever to be found again.

In all the examples, two dissimilar things have been compared and some points of similarity have been discovered between them. It should, however, be noted that in ultimate analysis the two dissimilar objects remain dissimilar. The presence of *as* or *like* shows that the things compared are only similar, and not identical. In case of metaphors, the things compared are treated as one and the same.

2. Metaphor—Comparison between two dissimilar things or persons on all points (or in all respects) is called *metaphor*. The qualities of one object are thus completely transferred to another and there is cent per cent correspondence between the two objects compared. It is an essential function of a metaphor, for metaphor means 'transferring'. From this it is clear that the two things cease to be different and become one. It is possible only when complete identity between two things is discovered in a fit of imagination. Naturally, *like*, *as*, etc. which show similarity on a few points only are not used to introduce a metaphor.

*Examples*

- (a) He is the *star* of the family.
- (b) Was your hope *drunk* ?  
    Wherein you *dressed* yourself ?
- (c) The camel is the *ship* of the desert.
- (d) This news is a *dagger* to my tender heart.

In all these examples two different objects have been compared. comparison is so complete that the two objects become one and

the same. A simile creates the impression that the objects compared are no doubt similar but they are still different from each other.

3. **Allegory, Parable, Fable**—*Allegory, parable and fable* are fictitious stories that teach some moral. At times it is difficult to distinguish between a parable and an allegory, for, as Mr. Fowler puts it, 'every parable is an allegory and every allegory a parable.' There are, however, certain points of difference between them. A parable is a story that aims at answering a single question or suggesting a single principle and offering a definite moral. But an allegory is a story of greater length and the aim is not so clearly didactic. Allegory has been defined in the Oxford English Dictionary as '*an extended or continued metaphor*' and by J. C. Nesfield as '*a series of metaphors or symbols*'. Mr Fowler rightly comments that the definition would have been better suited to *parable* than to *allegory*. Since an allegory is of greater length, worked out in greater details, we should accept the definition given by Mr. Fowler—'It may fairly be said that *parable* is *extended metaphor* and *allegory* *extended simile*.' Spenser's *Faerie Queene* and Bunyan's *Pilgrim's Progress* are allegories. *The Bible* (New Testament) has several parables meant to teach some moral lesson.

A fable, too, is a type of story that teaches a moral. In most of the fables birds and beasts and even insects are treated like human beings and so they are made to think, feel, speak and act like men and women. Swift's *The Spider and the Bee* and *Aesop's Fables* are nice specimens of a fable.

4. **Personification**—Sometimes lifeless things are treated as if they were human beings. This is called *personification*.

#### Examples

- (a) Nature might stand up

And say to all the world

This was a man.

- (b) Death lays his icy band on kings.

In the above examples, *Nature* and *Death* which are lifeless objects have been treated as persons i.e. living beings.

5. **Apostrophe**—Sometimes lifeless things are addressed as human beings. This is called *apostrophe*. Apostrophe, too, is a sort of personification but in personification things are not addressed.

#### Examples

- (a) O Death ! come soon.

- (b) O Liberty ! why are you so dear ?

- (c) Come, Peace of mind....

In these examples, *Death*, *Liberty* and *Peace of mind* have been addressed by name, as living beings are addressed as Ram or Shyam.

6. **Pathetic Fallacy**—Sometimes Nature is regarded as taking active interest in human affairs. *Pathetic fallacy*, too, therefore is a kind of personification but the difference between them is that the element of Nature's interest in man's destiny is not present in personification. In pathetic fallacy, Nature is happy or sorry at the rise or fall of man.

#### *Example*

Earth felt the wound, and Nature from her seat sighing through all her works, gave signs of awe that all was lost.

In the above lines, Earth and Nature have been shown to be in sorrow at the loss in man's life. They are actively interested in human affairs.

7. **Climax**—This is a Greek word meaning a ladder. As in a ladder, so in *climax* the sense rises step by step to what is more and more important. The different ideas are arranged in ascending order of importance. The least important idea is placed first and the most important last.

#### *Examples*

(a) He was abused, beaten and killed.

(b) She sobs, groans and cries.

(c) I came, I saw, I conquered.

8. **Anticlimax or Bathos**—It is a sudden descent (fall) from something grand and great to something extremely small. In this way, something serious and important is mixed up with what is extremely light and unimportant. The total effect of this arrangement is one of humour and ridicule.

#### *Examples*

(a) No louder shrieks by dames to heaven are cast,

When *husbands* die or *lap-dogs* breathe their last.

Here husbands and lap-dogs have been placed side by side to make the whole thing ridiculous.

(b) Who in course of one revolving moon was *lawyer*, *statesman*, *fiddler* and *buffoon*.

Here, too, something great (lawyer and statesman) has been mixed up with what is trivial (fiddler and buffoon).

9. **Zengma**—It literally means 'yoke'. By *zeugma* two nouns are joined (yoked) to only one verb and this verb suits only one of

the nouns joined. Naturally, such a verb gives two entirely different meanings and produces humour. Zeugma is, therefore, very much like bathos.

#### Examples

- (a) He took his *hat* and his *leave*.
- (b) The *moment* and the *vessel* passed.

10. Antithesis—In this figure of speech one set of words or phrases in the first part of a sentence is set against another in the second part. There is some sort of contrast between the two sets of words or phrases and they are balanced against each other.

#### Examples

- (a) *United we stand, divided we fall.*
- (b) *Man proposes, God disposes.*

In the first example, one set (united we stand) is set against another (divided we fall). These two sets of ideas are contrasted and balanced. In the second sentence, 'proposes' is set against 'disposes' and 'man' against 'God'.

- (c) *To err is human, to forgive divine.*

11. Epigram—Maximum of sense in the minimum of space is *epigram*. That is to say, a statement is called epigram if it is extremely concise. Only a few words convey a lot of sense and the statement is witty.

#### Examples

- (a) Crying is the refuge of plain women, but the ruin of pretty ones.
- (b) Studies serve for delight, for ornament and ability.

12. Oxymoron—In this figure of speech two terms which are opposite in meaning are placed side by side and they form one lovely phrase.

#### Examples

- (a) A *noiseless noise* among the leaves.
- (b) And all its *aching joys* are no more.

13. Paradox—There are statements that appear to be meaningless and even absurd but on second thought they are found to be quite significant. A *paradox*, too, like epigram, is a precise statement having a lot of sense at bottom but almost no sense on the surface.

#### Examples

- (a) There is none so *poor*, as a *wealthy miser*.
- (b) He who *goes against the fashion* is himself its *slave*.



14. **Metonymy**—It means 'name-change'. *Metonymy* is the use of an attribute (quality) for the thing. This attribute suggests the thing associated with it.

*Examples*

*Crown* for *king*, *pen* for *writer* and *purse* for *money*.

The *pen* is mightier than the *sword*.

Here 'pen' is used for 'writer' and 'sword' for 'soldier'.

15. **Synecdoche**—The mention of a part of a thing for the whole or *vice versa* (i. e. whole for the part) is called *synecdoche*.

*Examples*

(a) He can no longer earn his *bread*. (necessaries)

(b) Five more *hands* are needed. (men)

'Bread' is only a part of the necessities of life and 'hand' is only a part of man. But here the part of a thing suggests or stands for the whole of it—'bread' for all the necessities of life and 'hands' for men.

16. **Irony**—*Irony* is a type of statement which has double meaning—*surface meaning* and *inner meaning*. The inner meaning is opposite to the surface meaning and the intention of a speaker is to convey this inner meaning. It is only the careless or ignorant audience that can accept the surface meaning. In Shakespeare's *Julius Caesar* Antony again and again describes Brutus and his friends as 'honourable men' but what he really wishes to suggest is that they are not honourable at all. Here 'honourable' means 'dishonourable'. In this way, irony is a sort of veiled (hidden) attack.

17. **Sarcasm**—*Sarcasm* is a direct attack and aims at censure, ridicule or contempt. The essence of sarcasm is the aim of giving pain by the use of bitter words. Irony, too, cuts quite deep but sarcasm cuts with an iron dagger. It does not cut as cleverly as irony. Swift describes mankind as 'the most pernicious race of little odious vermin'. It is a bitter and direct statement.

18. **Innuendo**—*Innuendo*, too, is a sort of censure or ridicule but it is never direct. It is only hinted at cleverly as in irony but it lacks the double meaning of irony. It is, therefore, different from both irony and sarcasm, for sarcasm is a direct censure, whereas innuendo is an indirect one.

*Example*

He was born of rich *but* honest parents.

Here the use of 'but' indirectly suggests (hints) that the rich are not honest. It is a bitter censure but it is not stated in plain words.

19. **Hypallage or Transferred Epithet**—Sometimes an *epithet* (adjective) is transferred or attached to a word with which it is associated instead of to a word to which it really belongs. In other words, the positions of certain adjectives are transferred and so they qualify not the right noun but some other noun placed near it.

*Examples*

(a) He lay sobbing on his *sleepless* pillow.

(b) He passed a *restless* night.

In these examples the adjectives (*sleepless* and *restless*) have been transferred from 'he' to some other noun (*pillow* and *night*). These adjectives really belong to 'he' and not to 'pillow' or 'night'. Hence, these two adjectives (epithets) are here *transferred epithets*.

20. **Litotes**—It is a figure of speech in which a negative (no, not) is used with some other word to express a strong affirmative. *Litotes* is a type of understatement (*meiosis*) that aims at enhancing the impression. A clearly positive statement is often not as effective as an understatement.

*Example*

He is *no mean* scholar.

Here 'no mean' means 'very great' and it is a more effective and impressive statement than 'very great'. In the same way, 'not a few' means 'a large number' and 'not bad' means 'excellent'.

21. **Hyperbole or Exaggeration**—It is an overstatement as opposed to understatement (*litotes*) and statement of facts. *Litotes* and *hyperbole* do not make a statement of facts as they are. *Litotes* understates whereas *hyperbole* overstates them. Both of them, however, aim at the same thing—to create a powerful effect. In *hyperbole* things are represented as much greater or smaller than they actually are.

*Examples*

*Ten thousand* saw I at a glance.

*Forty thousand* brothers could not . . . make up the sum.

Here the number (ten thousand, forty thousand) is not a literal statement of facts. It is a definite exaggeration (overstatement) to create a strong impression.

22. **Euphemism**—The use of a good, agreeable or auspicious word instead of an evil, disagreeable or inauspicious word is called *euphemism*. It aims at avoiding blunt or bitter truth and hence it avoids such word as are not polite or pleasing. For instance, 'to breathe one's last' is used for 'death' and 'a light fingered person'

for 'thief'. 'Death' and 'thief' and such other words are rather blunt or plain descriptions and so they are avoided in a decent society.

23. *Periphrasis or Circumlocution*—It means a piece of writing that is neither plain nor precise. On the contrary, even a plain and simple thing is expressed in a roundabout way. The result is that one has to use much more words than necessary. In euphemism, too, there is a roundabout way of putting things and hence several unnecessary words are used for a single word. But there is a difference between euphemism and periphrasis. The former adopts a roundabout method because it wishes to avoid words that are disagreeable but the latter has no such intention. Euphemism aims at decency but *periphrasis* aims just at verbal beauty. It is therefore very often difficult to make any head or tail of it and one has the feeling of reading nothing but a group of lovely words. It is therefore considered to be a faulty style.

#### Examples

- (a) The flaming orb of the day = the sun.
- (b) One's prominent feature = one's nose.
- (c) The shining leather = boots.

24. *Tautology or Pleonasm*—Repetition of the same idea in different words is called *tautology*. Tautology, too, like periphrasis is a faulty style because one has to use a lot of such words as can easily be avoided. It is in a sense the opposite of precis and, to say the least, is a careless piece of writing.

#### Examples

- (a) He is *an extremely old* man of hundred years.
- (b) He rejoiced at the *happy* sight

In the first sentence the use of 'extremely old' is unnecessary, for it merely repeats the idea in 'man of hundred years'. Can a man of hundred years be ever young? In the second example the word 'rejoice' presupposes that the sight must have been happy, for one cannot possibly rejoice at an unhappy sight. Then why use 'happy' at all? It is thus clear that tautology serves no useful purpose. It can, however, be justified when it lays emphasis.

25. *Repetition*—Sometimes the key word (important word) in a sentence is repeated. *Repetition* in itself is a fault, as in tautology, but it is fully justifiable if it aims at giving expression to some deep emotion. In that case it tries to create a powerful effect, as in

the following lines—

(a) O *dark, dark, dark* amid the blaze of noon.

(b) *Alone, alone, all, all alone.*

*Alone on a wide, wide sea.*

In the first line 'dark' is repeated thrice to suggest a sense of utter darkness. This impression cannot be created without repetition. In the second example, the poet tries to describe the feeling of terrible loneliness and hence repetition here is welcome and even essential.

26. **Interrogation**—It is a kind of question to which there is only one answer—either a strong affirmative or a strong negative. The very nature of the question determines the answer. The reason is that it contains some truth or fact which has to be either affirmed or denied.

#### Examples

(a) *Is there anybody here* who does not love his mother and his motherland?

(b) If you succeed, *do you not rejoice?*

The answer to the first question is a strong negative 'No' and the answer to the second one is a strong affirmative 'Yes'. The questions are such that no other answer is possible. So, the answer to an *interrogation* is inevitable and it is the same answer as the writer expects the reader to give.

27. **Exclamation**—It is a strong expression of some powerful feeling. Naturally, the rules of grammar very often fail to control the writer. The effect, however, is very strong. In fact, it is stronger than a full grammatical sentence can ever create.

#### Examples

(a) A horse ! a horse ! a kingdom for a horse !

(b) ..... and oh !

The difference to me !

The rush of intense emotion sweeps the poets away. They cannot but write broken sentences like these. But mark their effect. Well, it is tremendous.

28. **Pun**—*Pun* is a play on words. Lots of words, we know, have more than one meaning. *Pun* is a play on the different meanings of a word. It is rather a light work and so it may be said that the pun is a playing upon words. In fact it is generally for some fun that pun is used.

#### Examples

(a) If a woman loses her husband, she pines for a *second*. (sixtieth part of a minute; another)

(b) An ambassador *lies* nbroad for the good of his country.  
(lives; tells lies)

In the above examples 'second' and 'lies' each has two meanings, and pun lies in using the words in different senses.

29. Alliteration—The use of words beginning with or containing the same letter or sound is called *alliteration*. Generally, it aims more at beauty than at utility and hence it is not a serious work of art.

### Examples

(a) After life's fitful fever he sleeps well.

(b) In a summer season when soft was the sun.

In the first sentence 'f' is repeated and in the second 's'; so, there is a lot of 'f' sound in the first sentence and 's' sound in the second. Alliteration, therefore, aims at producing a particular type of sound. If this sound suggests proper sense, it does serve some useful purpose.

30. Onomatopoeia—It means 'name-making' and is based upon the principle of imitation. *Onomatopoeia*, therefore, is the formation of a name (or word) by imitating the natural sound that is associated with the object. An onomatopoeic word is suggestive of the sound or the quality of the object. 'Babble', 'croak' and 'puff-puff' are some of the instances on the point. These words have been formed by imitating the natural sounds or qualities of the objects associated with them. Such words aim at suggesting or echoing the sense and are therefore highly effective.

### Figures of Speech

*Point out the Figures of Speech in the following and give your comments —*

1. Her hair is as black as night, and as soft as velvet. The enemy came down like a wolf. Money is like manure; not good unless it is spread. It is as swift as an arrow. He is as thin as a stick. Time, like an ever-rolling stream, bears all its sons away.

*Hints—* These are similes—are apt (appropriate) but hackneyed—not fresh—so they fail to add force to a description.

2. The camel is the *ship* of the desert. Hope is the *anchor* of the soul. She has *stony* heart. The leader put *all his cards* on the table. I have caught cold. Don't *shut your eyes* to your faults. The ambassador was *bombarded* with questions. He is the *salt* of the earth.

*Hints—* These are metaphors—are so old that they have almost ceased to be metaphors and have become a part of common speech.

3. (a) It is no use beating about the bush. You had better hit the nail on the head before it is too late.

(b) The soldier put his foot in it right up to the hilt.

(c) Life is an illusion. It is a shadow that bursts in no time and leaves mere ashes behind.

*Hints*—(a) Mixed metaphor—*hunting and hammering mixed up*—is rather far-fetched and confused. (b) Mixed Metaphor—*foot and sword mixed up*—strained and confused—lacks force and fails to add clearness to the description. (c) Mixed metaphor—Life has been compared to a number of things one after another—*illusion, shadow, bubble (bursts suggests that life is a bubble) and fire (life burnt to ashes by fire)*—the mind at work seems to be confused.

4. "How far that little candle throws its beams !

So shines a good deed in a naughty world."

*Hints*—It is a simile, although *as* or *like* has not been used. A simile may be expressed by placing two objects side by side. This arrangement suggests certain points of similarity between them. This device has been employed in the above two lines. A good deed in a wicked world is like a candle in darkness.

5. (a) "Here, thou great Anna ' whom three realms obey,

Dost sometimes counsel take—and sometimes tea "

(b) She has lost her health, her wealth, her reputation and her handkerchief all at once.

(c) "Miss Bolo went home in a flood of tears and a sedan chair."

*Hints*—Bathos or Anticlimax. In all the examples something great has been mixed up with something hopelessly trivial. This produces humour and ridicule.

6. (a) O death, where is thy sting ?

(b) O Solitude, where are the charms,

That sages have seen in thy face ?

*Hints*—Apostrophe.

7. (a) "The moon doth with delight,

Look round her when the heavens are bare."

(b) "The grey-eyed morn smiles on the frowning night "

(c) "Knowledge is proud that he has learnt so much,

Wisdom is humble that he knows no more."

*Hints*—Personification. In (a) there are two figures—personification in "The moon her" and periphrasis in "when the heavens are bare" for *the sky is clear*.

8. (a) "So frowned the mighty combatants, that hell

Grew darker at their frown "

(b) "Here's the smell of blood still : all the perfumes of Arabia will not sweeten this little hand "

(c) She grew so weak that you could knock her down with a feather.

*Hints*—Hyperbole.

9. "Men must work and women must weep."

(b) "Men have many faults, women only two."

*Hints*—Antithesis.

10. (a) He had no little difficulty .

(b) There are no fools here : they have all become leaders.

(c) You must have, 'a heart to resolve, a head to continue, and a hand to execute.'

(d) He took his hat and his leave.

(e) "What a piece of work is man!"

(f) "He who can, does; he who cannot, teaches."

(g) "Life is bitter sweet."

*Hints*—(a) Litotes; (b) Innuendo; (c) Climax; (d) Bathos (or better call it Zeugma); (e) Exclamation; (f) Epigram; (g) Oxymoron.

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## SIMILAR EXPRESSIONS DISTINGUISHED

1. (a) The dinner is *already* on the table.  
(*Already* suggests time and the sentence means—The dinner is placed from before.)  
(b) The dinner is *all ready* on the table.  
(*All ready* means '*fully prepared*' and the sentence means—The dinner is fully prepared.)
2. (a) It cost me *almost* thirty pounds.  
(*Almost* means '*about*' and is a mere statement of price i.e. about thirty pounds.)  
(b) It cost me *nearly* thirty pounds.  
[Here '*nearly*' suggests that the price (about thirty pounds) was more than I wished to pay.]
3. (a) I have *always* tried. (at all times)  
(b) I have tried *all ways*. (every possible way)
4. (a) *Anyone* will do. (one of the persons)  
(b) *Any one* will do. (one of the things)
5. (a) She dislikes you as much as *I*.  
(She dislikes you as much as I dislike you)  
(b) She dislikes you as much as *me*.  
(She dislikes both you and me in equal degree.)
6. (a) He walks *as if he were* drunk.  
(The sentence suggests that *he is not drunk*.)  
(b) He walks *as if he is* drunk.  
(The sentence suggests that *he is drunk*.)
7. (a) She helped him, *as well as I*. (She and I both helped him.)  
(b) She helped him, *as well as me*.  
(She helped both him and me.)
8. (a) There are, *too*, many people who accept bribe.  
(Here *too* is separated from *many* and means '*also*'.)  
(b) There are *too many* people who accept bribe.  
(Here *too* is attached to '*many*'. Thus *too many* means 'more than the proper number'.)



9. (a) He was *familiar to* me.

(*Familiar to* means 'known to'. The sentence, therefore, means—I recognised him without any difficulty, because he was known to me already.)

- (b) He was *familiar with* me.

(*Familiar with* means 'having a fairly good knowledge of' or 'to know intimately'. The sentence, therefore, means—he treated me in a friendly manner as though he knew me intimately.)

10. (a) *My friend* is ill.

(*My friend* suggests a definite person whose identity is well known.)

- (b) *A friend of mine* is ill.

(It suggests 'someone with whom I am friendly'. It is not definite and specific.)

11. (a) It is a *gold* ring. (It is a ring made of gold.)

- (b) It is a *golden* ring. (The ring has the colour of gold.)

12. (a) *Have* you constipation ?

(Do you suffer from constipation at this moment ?)

- (b) *Do have* you constipation ?

(Do you generally or habitually suffer from constipation ?)

Note—'*Do have*' is used for what is general or habitual, whereas '*have*' is used when the reference is to one particular occasion and particularly to a strict present. Note the difference in meaning between—

*I have* no book.

(I have no book with me at the present moment.)

*I do not have* a book.

(Not to speak of possessing a book at this moment, I do not possess a book at all.)

*I haven't* to go to college on Sunday.

(this coming Sunday only.)

*I don't have* to go to college on Sunday.

(as a general rule.)

*I hadn't* anything to eat.

(I had no food in my possession at that time.)

*I didn't have* anything to eat.

(I did not eat any food.)

13. (a) Will you see *if* Ram has arrived yet ?

(*If* is used when the speaker wishes or hopes for a possible answer.)

- (b) Will you see *whether* Ram has arrived yet ?  
(*Whether* suggests a mere enquiry and the speaker is prepared for a positive or negative answer.)
14. (a) I feel *ill*.  
(I am unwell.)  
(b) I feel *sick*.  
(I feel nausea or vomiting tendency.)
15. (a) *Only* he read a book.  
(He read but nobody else read.)  
(b) He *only* read a book.  
(He read but he didn't understand it.)  
(c) He read *only* a book.  
(He read a book but he didn't read anything else.)
16. (a) She *often* thinks of marrying.  
(She now thinks of getting married.)  
(b) She thinks of marrying *often*.  
(She thinks of getting married several times.)
17. (a) Ram will have written a letter.  
(Ram will have finished a letter in future. That is, the letter will be written by Ram.)  
(b) Ram will have a letter written.  
(Ram will get a letter written by somebody else. That is, the letter will not be written by Ram.)
18. (a) He is *a greater soldier than statesman*.  
(He is both soldier and statesman but he is greater as a soldier.)  
(b) He is *a greater soldier than a statesman*.  
(He is a greater soldier than a statesman is. That is, he is a soldier but not a statesman.)
19. (a) My dog is better than *Mohan's*.  
(My dog is better than *Mohan's* dog.)  
(b) My dog is better than *Mohan*.  
(My dog is better than Mohan himself.)
20. (a) *Who* is he ?  
(What is his name or parentage ?)  
(b) *What* is he ?  
(What is his profession or social status ?)  
(c) *Which* is he ?  
(The question inquires about a particular person out of a group of persons.)

21. (a) *I must do this work.*  
(It indicates some internal compulsion.)  
(b) *I have to do this work.*  
(It indicates some external compulsion.)  
(c) *I should do this work.*  
(It indicates a sense of duty.)
22. (a) *Happily, his father did not die.*  
(His father did not die and it was a happy (fortunate) thing.)  
(b) *His father did not die happily.*  
(His father died and his death was not a happy one.)
23. (a) *The poet and philosopher has said so.*  
(The same person is both poet and philosopher and has said so.)  
(b) *The poet and the philosopher have said so.*  
(There are two persons. The one is a poet and the other is a philosopher and both have said so.)
24. (a) *He has a black and a white cat.*  
(He has two cats. One is black and the other is white.)  
(b) *He has a black and white cat.*  
(He has only one cat. It is partly black and partly white.)
25. (a) *He loves Sheela more than I.*  
(He and I love Sheela but he loves her more than I do.)  
(b) *He loves Sheela more than me.*  
(He loves Sheela and me but he loves her more than I love me.)
26. (a) *He is not at home.*  
(He is not in the house.)  
(b) *He is not yet home.*  
(He has not yet returned home from outside.)
27. (a) *She is a woman.*  
(Woman denotes sex.)  
(b) *She is a lady.*  
(Lady denotes social rank. The sentence therefore suggests that she is not an ordinary woman.)
28. (a) *Do you like this kind of wine.*  
(Wine of this brand or make.)  
(b) *Do you like wine of this kind?*  
(Wine of this quality)
29. (a) *You will not find that book so easy.*  
(That book is rather difficult.)

- (b) You will not find that book *so easily*.  
(It would be difficult for you to get that book.)
30. (a) It is not *worth* saving.  
[It (something) is so small or insignificant that it does not deserve to be saved.]
- (b) It is not *worth-while* saving.  
(Saving is rather useless. It is no use saving money.)
31. (a) I shouldn't do that if I were you.  
(I should refrain from doing that if..)
- (b) I wouldn't do that if I were you.  
(I should refuse to do that if....)
32. (a) I went *to college*.  
(I went there to learn or teach.)
- (b) I went *to the college*.  
(I went just to see or visit the place.)
33. (a) He was *surprised by* the police.  
[He was taken by surprise (caught unawares)]
- (b) He was *surprised at* the police.  
(He was filled with surprise at the sight of the police.)
34. (a) The police *searched* the thief.  
(The thief was caught and the police were searching his pockets etc.)
- (b) The police *sought for* the thief.  
(The thief was absconding. The police were trying to trace him out.)
35. (a) What *sort of* musician is he ?  
(It inquires about his classification whether he is in a band or an orchestra.)
- (b) What *sort of a* musician is he ?  
(It inquires about his capabilities whether he is great or average or bad.)
36. (a) These books have been bought for *Leela and Sheela's* sake.  
(Here the two persons are thought of together.)
- (b) These books have been bought for *Leela's and Sheela's* sake.  
(Here the two persons are thought of separately.)
37. (a) Tea is *fairly* hot.  
(It is as hot as it should be.)
- (b) The tea is *rather* hot.  
(It is too hot. It is more hot than it should be.)
38. (a) Did she do it *then* ?  
(Here 'then' is a part of the sentence meaning 'at that time')

- (b) Did she do it, *then* ?  
(Here 'then' stands apart from the sentence. It is an introductory adverb, and not an adverb of time.)
39. (a) He *lives* in India.  
(He lives permanently.)  
(b) He *is living* in India.  
(He is in India at present but does not live here permanently.)
40. (a) I *dare* to say.  
(I have the courage to say. I am bold enough to say)  
(b) I *dare* say.  
(I believe or think likely)
41. (a) He *is dying*. (expiring, on the point of death)  
(b) He *is dyeing*. (colouring a piece of cloth)
42. (a) It *is lawful*. (not against law)  
(b) It *is legal*. (sanctioned and recognised by law)
43. (a) Which do you like *best* ?  
(The sentence indicates that one's liking is dependent upon a comparison between the qualities of the things amongst which one has to choose.)  
(b) Which do you like *most* ? (The sentence indicates that one's liking is a mere personal preference without any comparison. In other words, the sentence means— 'What is your choice' without giving reasons for it.)
44. (a) I should have liked *to go*. (The sentence expresses a desire that is a past one)  
(b) I should like *to have gone*. (The sentence expresses a desire that is a present one)
45. (a) He *may* have been injured. (The possibility of his being injured still exists)  
(b) He *might* have been injured. (The possibility of his being injured existed in the past but it does not exist any longer)
46. (a) I am *at fault*. (I am puzzled.)  
(b) I am *in fault*. (I am to blame.)
47. (a) I am *tired of* writing. (I am exhausted.)  
(b) I am *tired with* writing. (I am disgusted.)
48. (a) She is the *best poetess*. (best of all the female poets)  
(b) She is the *best poet*. (best of all the poets, male and female taken together)
49. (a) Speak *or* die. (You shall die if you do not speak.)  
(b) Speak *and* die. (You shall die if you speak.)

50. (a) He appears *to be ill*. (He seems to be ill at present.)  
(b) He appears *to have been ill*. (He was ill but is not so now.)
51. (a) He *may have gone*. (I am not sure if he has gone.)  
(b) He *might have gone*. (He did not go although he could.)
52. (a) Poor *as* he is. (although he is poor)  
(b) *As* he is poor. (because he is poor)
53. (a) He reached *safe*. (He was safe and sound when he reached.)  
(b) He reached *safely*. (He reached without any trouble on his way.)
54. (a) He works *hard*. (He labours hard.)  
(b) He *hardly* works. (He does not labour)
55. (a) He went *to market*. (to purchase something)  
(b) He went *to the market*. (for some other purpose, not to purchase anything)
56. (a) He *thinks little* of me. (He has a poor opinion about me.)  
(b) He *little thinks* of me. (He does not remember me.)
57. (a) Go to college *direct*. (Go without stopping anywhere on the way.)  
(b) Go to college *directly*. (Go at once without any delay)
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## RE-WRITING IN SIMPLE ENGLISH

(A)

Re-write the following sentences in simple English, avoiding too much about expressions—

1. The clerk was *given the sack*. (was discharged)
2. He speaks as though he had the *Elgin marbles* in his mouth. (He speaks in an affected tone)
3. We partook of a cup that cheers but not inebriates. (We had coffee)
4. I spotted him two points. (allowed)
5. He is a professor of the tonsorial art. (He is a barber.)
6. He is a hair-dresser. (He is a barber.)
7. I can't tolerate his minatory expressions. (threats)
8. Culinary department. (kitchen)
9. Culinary knowledge. (art of cooking)
10. He is the head of the culinary department. (He is the head cook.)
11. To trip the light fantastic toe. (to dance)
12. This is my dear lady-dog. (bitch)
13. He is a Solomon. (He is a wise man.)
14. The sacred page. (The Bible)
15. He showed a clean pair of heels. (He escaped with speed.)
16. He is burning the candle at both ends. (He lives recklessly.)
17. He always tries to feather his own nest. (to enrich himself)
18. To face the music. (to accept something unpleasant)
19. He shook in his shoes. (was frightened)
20. Discord fell on the music of his cord. (He went mad)
21. The finny denizens of the deep look very lovely. (fish)
22. The adverse climatic conditions. (bad weather)
23. A succulent bivalve. (oyster)
24. The lords of creation. (mankind)
25. The weaker vessel. (woman)
26. The nuptial tie. (marriage)
27. He is a medical attendant/adviser. (doctor)

28. *The hand that rocked the cradle has kicked the bucket.* (mother has died)
29. He is *not quite exact* in his statement. (He is a liar. He tells a lie.)
30. His statement *suffers from terminological inexactitude.* (He tells a lie.)
31. *The heavens are bare.* (The sky is clear.)
32. *The pen is mightier than the sword.* (An author is superior to a soldier.)
33. To put a ceiling on prices. (to control prices)
34. *To draw the long bow* (to exaggerate)
35. His soul *left for its heavenly abode.* (He died.)
36. He *breathed his last.* (died)
37. It is *all over* with him. (died)
38. He *departed from this world.* (died)
39. He *passed away.* (He died.)
40. He sleeps the *sleep that knows no breaking.* (He is dead.)
41. He has *joined the great majority.* (He died.)
42. He was *gathered to his forefathers.* (He died.)
43. He *closed his busy life.* (He died.)
44. *Death laid his icy hand on him.* (He died.)
45. He *gave up the ghost.* (died)
46. He *went the way of all flesh.* (died)
47. He *paid the debt to Nature.* (died)
48. He *fables not.* (He speaks the truth.)
49. He is *no mean thinker.* (He is a great thinker.)
50. He is singularly *unfortunate in his dealings* with his wife. (He is not on happy terms with his wife.)
51. He *partook of his meal.* (He ate his meal.)
52. I feel an *aching void.* (I feel hungry.)
53. The *inner man* must be satisfied. (the stomach)
54. He is a *meat purveyor.* (butcher)
55. He is an *operative.* (He is a workman.)
56. Do you like the *fragrant weed* ? (tobacco)
57. This is a *canine specimen.* (This is a dog.)
58. There was a lot of *transformation of capital.* (There was a lot of expenditure.)
59. He was *made a recipient* of a gift. (He received a gift.)
60. *Silver and gold* have I none. (I have no money.)
61. He had been *Her Majesty's guest.* (He had been a prisoner.)



62. There is a *mixture of the lion and the fox* in him. (He is strong and clever.)
63. He has reached the *evening of his life*. (He has grown old.)
64. He is the *Nestor of his service*. (the oldest man)
65. She lay all night on her *sleepless pillow*. (She did not sleep.)
66. The soldier is worthy of his *steel*. (worthy of his sword)
67. His *prominent feature* was like an eagle's beak. (his nose)
68. It was blown away by the *viewless couriers of the air*. (by the winds)
69. Are you interested in *Euclid*? (geometry)
70. His *snowy locks* look lovely. (gray hair)
71. The thief was *put in irons*. (was fettered)
72. He resembles the animal that *brouses on thistle*. (He is (or is like) an ass.)
73. He was *put away*. (was murdered)
74. He is a *legal adviser*. (He is a lawyer.)
75. His action is *not friendly*. (is inimical)
76. I had *no little* difficulty. (I had a lot of difficulty.)
77. *Natal day*. (birth day)
78. *Nocturnal watch*. (night watch)
79. The *shining leather* that covers our limbs. (skin)
80. Then I felt like some *watcher of the skies*. (astronomer)
81. This *festive board* is lovely. (dinner-table)

## (B)

Rewrite the following sentences in simple English, avoiding abstract language, repetitions or glamorous words—

1. He extinguished the terrible conflagration. (He put out the fire.)
2. You will get assistance from me in the eventuality of this being the case. (If this is so, I will help you.)
3. The matter is under active consideration. (The matter is under consideration or is being considered.)
4. I sustained injuries. (I received injuries, or I was injured.)
5. At the psychological moment. (At the right moment)
6. I have not seen him for ages. (for a long time)
7. He drank oceans of tea. (plenty)
8. He made a speech of an offensive character. (made an offensive speech)
9. It is an investigation of an impartial character. (an impartial investigation)

10. I don't find myself in entire agreement with you. (I don't fully agree with you.)
11. He was conveyed to his place of residence in an intoxicated condition. (He was carried home drunk.)
12. He was involved in an accident. (He met with an accident.)
13. He sustained injuries of a serious nature. (He received serious injuries.)
14. He received medical attention. (He was treated by a doctor.)
15. This post is of temporary nature. (This post is temporary.)
16. I called into requisition the services of a medical attendant. (I sent for a doctor.)
17. Owing to repeated deviations from the recognised principles of honesty he received orders for dismissal (He was dismissed for dishonesty.)
18. A vastly huge concourse gathered to witness the awfully grand spectacle. (A crowd gathered to see the grand sight.)
19. What is the ordinary beverage of the urban population ? (What is the usual drink of townsmen ?)
20. What is the position with regard to the availability of a house ? (Is a house available ?)
21. The implementation of this plan would involve the expenditure of a vast sum of money. (This plan would be very costly.)
22. The situation with regard to the export of sugar has shown a slight improvement. (Sugar-export has improved a little.)
23. He died in indigent circumstances. (He died in poverty.)
24. There is a mutual agreement between the two parties. (There is an agreement.)
25. Both he and she are absent. (He and she are absent.)
26. My watch is *in good order*. (in order)
27. His answer was *in the affirmative/in the negative*. (His answer was yes/no )
28. She has *performed her ablutions*. (She has washed.)
29. Who *took the initiative* ? (Who began ?)
30. Your remark produces awfully painful sensations. (Your remark hurts.)
31. The train was running with great velocity. (The train was running very fast.)
32. Are you not labouring under a delusion of a serious nature ? (Are you not making a serious mistake ?)
33. She suffers from *somnambulism*. (sleep-walking)

34. His case is *of a hopeful nature*. (is hopeful)
35. Have you seen his *residence* ? (house)
36. How does he *ambulate* ? (walk)
37. He has *cogitated*. (reflected)
38. His behaviour is *puerile*. (boyish)
39. This *bellicose* activity should be condemned. (warlike)
40. Several *implements* were used. (tools)
41. How does he *confabulate* ? (talk)
42. He has seen many a *vicissitude*. (change)
43. He is an *erudite*. (learned person)
44. The *generallty of leaders*. (most leaders)
45. I have nothing to report *in this connection/with regard to this*  
*with respect to this*. (I have nothing to report about this)

## (C)

Rewrite the following sentences in idiomatic English, avoid  
slang/vulgarism/colloquialism—

1. I am going to the *eates*. (to a hotel)
2. *Aren't I ?* (*Am not I ?*)
3. I have had a *ripping time*. (good time)
4. He has a *dicky heart*. (weak heart)
5. He is a *sharper*. (swindler, gambler)
6. She is *awfully jolly*. (very, extremely)
7. That transaction was rather *fishy*. (suspicious)
8. He is a *reverend*. (clergyman)
9. He is a *gent*. (gentleman)
10. My tooth is *paining*. (aching)
11. I felt I could afford to *chunk medicine*. (I felt.....to give up  
medicine)
12. She could *on a pinch* sell her ornaments. (if necessary, if in  
difficulty)
13. I had a *bit of luck*. (a stroke of, a piece of)
14. It's me. (It's I)
15. Me have won. (I have won)
16. He is an *old Bull*. (a seasoned criminal)
17. Rotten egg. (a worthless fellow)
18. Your letter of 25th ult. (of the last month)
19. Your letter of 25th inst. (of this month)
20. All the papers made a great *to-do* about it. (All the papers gave  
it a great deal of publicity.)

21. *May be* I shall go. (perhaps)
  22. Would you please *signature* this letter ? (sign)
  23. I don't *suspicion* him. (suspect)
  24. I don't like to *occasion* you any inconvenience. (cause)
  25. Give me an *overall* picture. (complete)
  26. Do you wear *pants* ? (trousers)
  27. Please send the books *per* parcel post. (by)
-

## ANALYSIS

Analysis के तीन stages होते हैं—

- (A) दिये हुए वाक्य के clauses को अलग-अलग करना ।
- (B) उन clauses का नामकरण करना ।
- (C) वाक्य का नामकरण करना ।

## (A) FIRST STAGE

सबसे पहले हम first stage में प्रवेश करते हैं। यहाँ यह देखना है कि clause कितने कितने हैं, क्योंकि इसके बिना clause को अलग-अलग किया ही नहीं जा सकता है। कुछ लोग दिये हुए वाक्य को अन्त्य से कई टुकड़ों में बाँट देते हैं। यह तरीका ठीक नहीं है। यह तो ठीक है कि clause किसी sentence का एक part होता है, पर sentence का कोई भाग clause नहीं भी हो सकता है।

Sentence के उस part को clause कहते हैं जिसमें Subject और Finite Verb हों। यदि Subject और उसके Finite verb का पता लग जाय, तो clause बाव-बे-बग अलग हो जायँगे, पर कुछ लोगों को इनका (Subject और Verb का) पता ही नहीं चलता। इसलिए हम यहाँ इन दोनों की खर्चा विस्तारपूर्वक कर देना उचित समझते हैं।

## How to find out the Subject

जाय जानते हैं कि Noun या उसके equivalents (जो Parts of Speech Noun का काम करें) ही Subject हो सकते हैं; जैसे—

NOUN—*This book is good.*

PRONOUN—*He is a good man.*

INFINITIVE—*To walk is healthy.*

GERUND—*Walking is good.*

PHRASE—*What to do is difficult to decide.*

CLAUSE—*What he says is quite right.*

ऊपर दी गयी तालिका (chart) की मदद से जाय Subject को जानना में परबल लेंगे।

## How to find out the Finite Verb

जब हम Finite Verb पर विचार करें, Finite Verb हम Verb को कहते हैं जिसका Number और Person Subject के Number और Person के अनुसार होता है, जैसे—

- (i) *We go.* (ii) *He goes.*

पहले वाक्य में Subject (We) plural है। इसलिए Verb plural है। अतः 'go' Finite Verb है। इसी प्रकार, दूसरे वाक्य में Verb (goes) singular है, क्योंकि Subject (He) singular है इसलिए goes भी Finite Verb है।

Note—जिस Verb का Number और Person Subject के अनुसार नहीं होता अर्थात् जो Subject की परवाह नहीं करके जाने हो रूप में स्वतन्त्रतापूर्वक रहता है, उसे Absolute Verb कहते हैं। ये Absolute Verb तीन तरह के होते हैं—

(i) Infinitive—to go.

(ii) Gerund—I am fond of walking.

(iii) Participle—(a) Present Participle—*Going* there he saw a tiger. (b) Past Participle—*Having gone* there he saw a tiger.

तो इस तरह Finite Verb और Absolute Verb में बहुत अन्तर है। Finite Verb हमेशा Subject के अनुसार होता है पर Absolute Verb Subject के अनुसार नहीं होता; जैसे—

(i) *Having gone* there he saw a tiger.

(ii) *Having gone* there they saw a tiger.

पहले वाक्य में Subject (he) singular है और दूसरे में (they) plural; पर Verb का रूप एक ही है। यही लक्षण Infinitive और Gerund का भी है।

इसलिए Absolute Verb की कभी भी Finite Verb नहीं समझना चाहिए, नहीं तो clause डीक-डीक अलग नहीं हो सकता। बहुत सोंग Absolute Verb को Finite Verb मान बैठते हैं। इसी समझ को दूर करने के लिए यहाँ Absolute Verb की खर्चा की गयी है।

### Elliptical (Contracted) Sentences

Rule 1. भाषको ऐसे वाक्य मिलेंगे जिनमें दो Subjects रहते हैं, पर उनके लिए एक ही Verb का प्रयोग होता है। ऐसा होता है उन वाक्यों में जिनमें *or, nor, as well as, and not, but, not only...but also* या *and therefore* का प्रयोग होता है। ऐसे वाक्यों को अलग-अलग clause का रूप देना चाहिए और यह तभी हो सकता है जब भाष दोनों Subjects के लिए अलग-अलग Verb का प्रयोग करेंगे। इन वाक्यों पर ध्यान दें—

1. *Neither this man came nor that.*

(a) *Neither this man came.*

(b) *Nor that (man) came.*

2. *He as well as I is to blame.*

(a) *He is to blame.*

(b) *I am to blame.*

3. *He is poor but meritorious.*

(a) *He is poor.*

(b) *But (he) is meritorious.*

4. *He, and not I, is guilty.*

(a) *He is guilty.*

(b) *I am not guilty.*

5. *Not only he but also his friends were arrested.*

(a) *He was arrested.*

(b) *His friends were arrested.*

6. *He is rich, and therefore happy.*

(a) *He is rich.*

(b) *He is happy.*

**Note**—जब एक से अधिक Subject को and के द्वारा जोड़ा जाता है, तब उन सभी Subjects को एक ही वाक्य भाग है और इसलिए उनको अलग-अलग clauses में बाँटने नहीं चाहिए, जैसे—

*Ram, Mohan and Sohan are friends.*

इस वाक्य में एक ही clause है, तीन नहीं। यदि इसका Analysis इस प्रकार करा दिया जाए—(a) *Ram is a friend.* (b) *Mohan is a friend.* (c) *Sohan is a friend*—तो यह अनुचित होगा।

**Rule II.** जब प्रायः दो वाक्यों को देखें जिनमें एक ही Subject रहता है, पर एक से अधिक Verb—

*He came and gave me a letter.*

देखें वाक्यों में जितने Finite Verbs रहते हैं उतने ही clauses होते हैं। इसलिए उन सभी द्विवेदुर Subjects को बचट कर देना चाहिए और तब clauses का अलग-अलग रूप देना चाहिए; जैसे—

*He came and gave me a letter.*

(a) *He came.*

(b) *He gave me a letter.*

एक और उदाहरण जै—

*He lifted a gun, took aim and fired.*

(a) *He lifted a gun*

(b) *He took aim.*

(c) *He fired.*

**Rule III.** As तथा than के बाद Verb दिया रहता है और As के बाद तो कभी कभी Subject तथा Verb दोनों ही द्विवेदुर रहते हैं। Clauses को अलग करते समय उन्हें प्रकट कर देना चाहिए और उन्हें अलग-अलग clauses का रूप देना चाहिए, जैसे—

1. *Come as soon as you can.*

(a) *Come.*

(b) *As soon as you can (come).*

2. *He writes as fast as possible.*

(a) *He writes.*

(b) *As fast as (it is) possible.*

3. *This is the same pen as mine.*

(a) *This is the same pen.*

(b) *As mine (my pen is).*

4. He is better than I.

(a) He is better.

(b) Than I (am).

Rule IV. इन सम्बन्ध में यह भी जान लेना अच्छा होगा कि कभी-कभी *if*, *though*, *when*, *unless*, *till*, *while* और *whether*....*or* के बाद *Subject* और *Verb 'to be'* छिपे हुए रहते हैं। इसलिए *clauses* को अलग करते समय दिये हुए *Subject* और *Verb* को प्रकट कर देना चाहिए और तब चले एक *clause* का रूप दे देना चाहिए; जैसे—

1. Though badly defeated, he did not leave the field.

(a) Though (he was) badly defeated.

(b) He did not leave the field.

2. He lost his way while walking at night.

(a) He lost his way.

(b) While (he was) walking at night.

3. I will send papers if called for.

(a) I will send papers.

(b) If (they are) called for.

4. His argument, whether right or wrong, goes on endlessly.

(a) His argument goes on endlessly.

(b) Whether (it is) right or wrong.

5. It should be preserved till required.

(a) It should be preserved.

(b) Till (it is) required.

Rule V. कुछ लोग *as if* से शुरू होने वाले *clause* को एक ही *Subordinate Clause* मानते हैं; जैसे—

He memorised his lesson as if he were a parrot.

(a) He memorised his lesson.

(b) As if he were a parrot.

यदि आप *as if* को दो *clauses* मानें, तो अच्छा हो, क्योंकि *as if* = *as* + *if*. इस दृष्टि से ऊपर दिये गये वाक्य में तीन *clauses* इस प्रकार हो जायेंगे—

(a) He memorised his lesson.

(b) As he would have memorised.

(c) If he were a parrot.

ऊपर दिये गये इन नियमों की सहायता से आप आसानी से *clauses* को चुन लेंगे और आपको यह भी पता चल जायगा कि ये *clauses* *Principal* हैं या *Subordinate*. इस प्रकार, आप *Analysis* के *first stage* को पार कर लेंगे।

## (B) SECOND STAGE

अब हम *Analysis* की दूसरी और सबसे बड़ी संज्ञित में प्रवेश करते हैं। यहाँ यह दिखाना पड़ेगा कि कितने *clauses* किस प्रकार के हैं। तो मान लेंगे कि *clauses* निम्न



प्रकार के होते हैं। सभी clauses को पहले दो भागों में बाँट दे सकते हैं—

(i) Principal or Main or Independent.

(ii) Subordinate or Dependent.

Subordinate Clauses भी तीन प्रकार के होते हैं—(a) Adverb Clause, (b) Adjective Clause, (c) Noun Clause.

### How to find out Principal and Subordinate Clauses

Rule I. जो clause निम्नलिखित subordinating conjunction से शुरू होता है वह Subordinate Clause होता है और जो Clause इन subordinating conjunction से शुरू नहीं होता वह Principal Clause होता है। ये subordinating conjunctions हैं—

as, as if, as though, as much as, as far as, according as, after, as soon as, before, because, since, that, so that, provided, provided, that, notwithstanding that, than, though (although), who, which, what, how, if, whether, until, unless, lest, when and where.

कुछ उदाहरण हैं—

*As he is ill, he is absent.*

*He behaves as if he were a king.*

*I will help you as far as I can.*

*I do not know when he will come.*

*I know where he lives.*

इन वाक्यों में as, as if, as far as, when और where से शुरू होने वाले clauses Subordinate हैं और बाकी Principal.

Note (a)—Who, which, when and where से शुरू होने वाले clauses Principal भी हो सकते हैं जब इनका प्रयोग continuative sense में हो, restrictive sense में नहीं। यह समस्या वहाँ छठती है जहाँ इनके पहले Noun और comma दोनों हो रहते हैं, जिसकी चर्चा More Hints On Principal Clause and Subordinate Clause के प्रसंग में विस्तारपूर्वक की जायगी।

Rule II. कभी-कभी should, were और had का अर्थ 'अगर' (if) होता है। जैसे—

*Should you appoint him, he would be obliged.*

*Were he here, he would help me.*

*Had there been rain, there would have been good crops.*

ऐसी अवस्था में should, were और had वाले clauses सदा Subordinate Clauses होते हैं। आप जानें देंगे कि ऐसे clauses सदा Adverbial Clauses होते हैं—

Rule III. जब once का अर्थ 'अगर एक बार' ('एक बार' नहीं) हो तो, वह clause Subordinate होता है, और वह सदा Adverbial Clause होता है। जैसे—

*Once you move ahead, you cannot go back.*

यहाँ once का अर्थ 'अगर एक बार (if once)' है, इसलिए वह once वाला clause Subordinate है।

Rule IV. कुछ ऐसे वाक्य होते हैं जिनका पहला clause Imperative sentence होता है और दूसरा एक Assertive; जैसे—

Give me blood, and I will give you freedom.

ऐसे वाक्यों के पहले clause से बर्णात् Imperative sentence से एक condition का बोध होता है। यहाँ Give me blood का अर्थ है—If you give me blood. इसलिए ऐसे Imperative sentences को Subordinate Clause मानना चाहिए। आप आगे देखेंगे कि ये सदा Adverbial Clause होते हैं। यहाँ आप स्वना ही देखें कि येशी हालत में Imperative sentence और Assertive sentence के बीच and आता है और and के पहले comma रहता है।

Rule V. कुछ वाक्यों की रचना इस प्रकार की होती है—

The Comparative Degree....the Comparative Degree.

जैसे—

The more you have, the more you want.

ऐसे The....The clauses से Degree का बोध होता है। ऐसी हालत में पहला The—clause Subordinate (Adv.) होता है और दूसरा Principal.

Rule VI. For से शुरू होने वाला clause Principal होता है। कुछ लोग ऐसे clause को Subordinate Adverbial मानते हैं जो वास्तविक व्याकरण के अनुसार उचित नहीं।

Rule VII. However से शुरू होने वाला clause Principal होता है और Subordinate भी। जब however के पहले और बाद भी comma रहता है तो वह Principal Clause होता है, पर जब सिर्फ इसके पहले comma रहता है (पर बाद में नहीं) तो, वह Subordinate Clause होता है; जैसे—

You have committed a grave offence, however, I excuse you this time.

You will fail, however hard you may try.

यहाँ पहले वाक्य में however से शुरू होने वाला clause Principal Clause है, पर दूसरे में Subordinate.

Rule VIII. जब दो clause के बीच न comma रहे और न Conjunction तो पहला clause Principal होता है और दूसरा Subordinate; जैसे—

I hope you are well. The food you eat is pure.

यहाँ 'you are well' तथा 'you eat' Subordinate Clause हैं और बाकी Principal.

### Interrogative Clauses

Principal और Subordinate Clauses पर विचार करते समय हम जरा एक विशेष प्रकार के Interrogative sentences को भी देखें—

1. The weather is very fine today is n't it ?

2. These things will not be needed any more, will they ?

यहाँ पहले वाक्य में दो clauses हैं—The weather is very fine today is n't it ? इसी प्रकार, दूसरे वाक्य में भी दो clauses हैं—These things will not be needed any more और will they ? कुछ लोगों का मत है कि ऐसे Interrogative sentences के दोनों ही Clauses को Principal Clause माना जाय। आप भी ऐसा कर सकते हैं। पर येरा विचार है कि ऐसी अवस्था में आप इन दोनों ही clauses को केवल एक ही Principal Clause मानें, क्योंकि ऐसे दो clauses एक ही वाक्य के अंगिन होते हैं। इस दृष्टि से ऊपर दिये गये दोनों ही Interrogative sentences का analysis इस प्रकार होगा—

1. The weather is very fine today, is n't it ?—PR. CL.

2. These things will not be needed any more, will they ?—  
PR. CL.

कुछ लोग ऐसे clauses को Interrogative Clauses के नाम से पुकारते हैं, पर यदि आप उन्हें Principal Clause ही मानें, तो अच्छा हो।

### Parenthetical Clauses

इन वाक्यों की रीति पर ध्यान दें—

1. Experience, they say, is the best teacher.

2. You are all well, I hope.

3. You see, we lost our way in the forest.

यहाँ पहला वाक्य है—Experience is the best teacher और इसके साथ they say को लगा दिया गया है। वास्तव में, they say का वाक्य से कोई भी सम्बन्ध नहीं है और इसलिए comma के द्वारा इसे वाक्य से अलग कर दिया गया है। दूसरे वाक्य में भी I hope का वाक्य से कोई सम्बन्ध नहीं और इसलिए इसे भी comma के द्वारा वाक्य से अलग कर दिया गया है। तीसरे वाक्य में भी you see को comma के द्वारा वाक्य से अलग रखा गया है, क्योंकि वाक्य से इसका कोई भी सम्बन्ध नहीं है। आप देखेंगे कि यहाँ से क्या मैं I hope, I expect, I believe, I suppose, they say, you see इत्यादि वाक्यों के clauses लगे रहते हैं, पर वास्तव में वाक्य से इनका कोई भी सम्बन्ध नहीं रहता। इसलिए ये comma या dash के द्वारा वाक्य से अलग रहते जाते हैं। ऐसे clauses को Parenthetical clauses कहा जाता है। इसका अर्थ यह हुआ कि ये न तो Principal clauses होते हैं और न Subordinate हैं।

आप देखेंगे कि ऐसे clauses कभी तो वाक्य के आरम्भ में रहते हैं, कभी बीच में की कभी अन्त में, पर ये comma या dash के द्वारा वाक्य से अलग रहते जाते हैं। आप लगे Principal Clause मत समझ लें। बाद में कि जब I hope, I believe, they say, इत्यादि Clauses Principal Clauses रहते हैं तो इनके बाद comma या dash का नहीं कभी भी नहीं हो सकता। इन वाक्यों को देखें—

1. You are well, I hope.

2. I hope you are well.

यहाँ पहले वाक्य में I hope वह Parenthetical Clause है, क्योंकि इसे वाक्य से comma का लगा है। पर दूसरे वाक्य में I hope के बाद comma नहीं लगा है और

माना हो चाहिए, क्योंकि यहाँ यह एक **Principal Clause** है। इस नियम को ध्यान में रख कर इनका analysis इस प्रकार करें—

1. You are well, I hope.
  - (a) You are well.—Principal clause
  - (b) I hope.—Parenthetical clause
2. I hope you are well.
  - (a) I hope.—Principal clause
  - (b) You are well.—Subordinate clause (N. cl.)

एक उदाहरण और लें—

3. Experience, they say, is the best teacher.
  - (a) Experience is the best teacher—P. cl.
  - (b) They say—Parenthetical clause.
4. They say experience is the best teacher.
  - (a) They say—P. cl.
  - (b) Experience—teacher—S. cl. (N. cl.)

इस प्रकार Principal और Subordinate Clause को चुन लेने के बाद हमें यह देखना है कि बहुत Subordinate Clauses किस प्रकार के हैं। इसलिए अब तीनों प्रकार के Subordinate Clauses को लें और उनको पहचानने का प्रयत्न करें।

## ADVERB CLAUSE

**Rule I.** जो clause नीचे दिये हुए Subordinating Conjunctions से शुरू होते हैं वे Adverb Clause कहलें होते हैं—

because, since, in order that, so that, provided that, notwithstanding that, as if, as though, as much as, as far as, so long as, as soon as, according as, lest, unless, until, before, ere, after, than, though and although.

**Note (a)**—However से शुरू होने वाला clause Adverbial होता है, जब कि इसके पहले दो comma रहता है, वर इसके बाद में नहीं; जैसे—

You will not pass, *however hard you may try.* (Adverbial)

**N.B.**—However से शुरू होनेवाला clause Principal होता है, जब इसके दोनों ओर comma रहता है; जैसे—

You have committed a grave offence; this time, *however,* I excuse you.

यहाँ however से शुरू होनेवाला clause Principal Clause है।

**Note (b)**—That से शुरू होनेवाला clause Adverbial तर होता है, जब (a) इसका अर्थ “जिससे कि” होता है, (b) इसके पहले comma रहता है और (c) साधारणतः इसके पहले so या such रहता है; जैसे—

He worked *so hard,* *that he felt tired.* (Adv.)

He took medicine, *that he might be cured.* (Adv.)

N.B.—That से शुरू होनेवाले clauses Noun, Adjective और Adverbial दोनों हो सकते हैं। इसलिए हमको सावधानी से पहचानना चाहिए। यह रहे कि वह Noun Clause होता है तब इसका अर्थ 'कि' होता है और इसके पहले comma नहीं रहता तब यह Adjective Clause होता है तब इसका अर्थ 'जो' होता है और इसके पहले comma नहीं रहता।

Note (c)—As से शुरू होनेवाला clause Adverbial तब होता है, जब हम अर्थ बघो कि या जितना कि होता है; जैसे—

He missed the train, *as he was late* (क्योंकि). (Adv.)

He is not as clever as she is (जितना कि). (Adv.)

N.B.—जब as के पहले such, as या the same रहता है तो यह Adjective Clause होता है। ऐसी स्थिति में इसके पहले comma कभी नहीं रह सकता; जैसे—

He is not *such* a good man *as I expected*. (Adjective)

This is *the same pen* *as mine*. (Adjective)

Rule II. Should, Were and Had—जब should, were और had का प्रयोग (अगर) हो, तो ऐसे clauses Adverbial होते हैं; जैसे—

*Should you appoint him to the post, he would be obliged.*

*Had there been rain, there would have been good crops.*

*Were he here, he would support me.*

यहाँ should, had तथा were वाले clauses Adverbial हैं क्योंकि इनसे if का बोध होता है।

Rule III. जब once का अर्थ if once (अगर एक बार) होता है, तब उसके बाद होनेवाला Clause सदा Adverbial Clause होता है—

*Once you decide, you will get all help.*

यहाँ once का अर्थ 'अगर एक बार' है, 'एक बार' नहीं। इसलिए Once you decide एक Adverbial Clause है।

Rule IV. कुछ clauses ऐसे होते हैं जो *the moment* या *the minute* से आरम्भ होते हैं। ऐसे clause सदा Adverbial होते हैं, क्योंकि *the moment* और *the minute* का अर्थ होता है—'ज्योंही' या 'जिस समय'; जैसे—

*The patient died, the moment (the minute) the doctor arrived.*

यहाँ *the moment... arrived* एक Adverbial Clause है, क्योंकि *the moment/the minute* का अर्थ है 'ज्योंही', 'जिस क्षण' या 'जिस समय'।

Rule V. कुछ clauses ऐसे होते हैं जो *in case* से आरम्भ होते हैं और वे Adverbial होते हैं, क्योंकि *in case* का अर्थ होता है—'अगर'; जैसे—

*I will take my umbrella in case it rains.*

यहाँ *in case it rains* एक Adverbial Clause है।

Rule VI. आपको कुछ ऐसे भी वाक्य मिलेंगे जिनका पहला clause एक Imperative sentence होता है और दूसरा Assertive. ऐसे वाक्यों को *and* के द्वारा जोड़ा जाता है और *and* के पहले एक comma रहता है। ऐसे वाक्यों के पहले एक clause से आरम्भ Imperative sentence से एक शर्त (condition) का बोध होता है और इसलिए ऐसे Imperative sentence को Adverbial Clause माना जाता है; जैसे—

*Give me bullets, and I will drive away the Chinese.*

यहाँ Give का अर्थ है If you give. इसलिए Give me bullets, जो एक Imperative sentence है, यहाँ एक Adverbial Clause है।

Rule VII. कुछ ऐसे भी वाक्य होते हैं जिनमें तो the आते हैं और उन दोनों के बीच Comparative Degree का Adjective या Adverb रहता है। संक्षेप में, ऐसे वाक्यों की संरचना इस प्रकार की होती है—The + comparative. . . the + comparative. जैसे—

*The sooner you go, the better for you.*

ऐसे वाक्यों में पहला The-clause Adverbial होता है जिससे Degree का बोध होता है और दूसरा The-clause होता है Principal, जिसकी चर्चा पहले ही हो चुकी है।

Rule VIII—अब हम कुछ ऐसे वाक्यों को देखें जिनमें *no sooner . . . than* या *hardly (scarcely) . . . when* का प्रयोग होता है :—

*No sooner had he started than it began to rain.*

*Hardly (scarcely) had he started when it began to rain.*

ऐसे वाक्यों में *no sooner* से शुरू होने वाला clause होता है Principal और *than* से शुरू होने वाला clause Adverbial. इसी प्रकार, *hardly* से शुरू होने वाला clause Principal होता है और *when* से शुरू होने वाला होता है Adverbial. इस नियम को ध्यान में रखकर ऊपर दिये गये वाक्यों का analysis इस प्रकार करना चाहिए—

*No sooner had . . . to rain.*

1. No sooner had he started —P. Cl.

2. Than it began to rain.—Adv. Cl.

*Hardly (Scarcely) had . . . rain.*

1. Hardly (Scarcely) had he started —P. Cl.

2. When it began to rain.—Adv. Cl.

इस संबंध में एक बात का ध्यान रखें। As soon as से शुरू होने वाला clause सदा Adverbial होता है, पर *no sooner* से शुरू होने वाला clause Principal होता है। इन वाक्यों को देखें—

*It began to rain as soon as he started.*

1. It began to rain.—P. Cl.

2. As soon as he started.—Adv. Cl.

Rule IX. कुछ ऐसे Relative और Interrogative Adverbs हैं जिनसे Adverbial Clauses शुरू होते हैं और इनके तथा Principal Clauses के बीच comma रहता है। ये हैं—

If, whether, how, when और where.

जैसे—

*If he comes, I shall go.*

*You must go, whether you like it or not.*

*I am not anxious, how I shall reach there.*

*I shall go, when he comes here.*

*Where there is a will, there is a way.*

यहाँ if, whether, how, when तथा where से शुरू होनेवाले clauses Adverbial हैं।

Note (a) — जहाँ से वह आया वह *whence* के clauses Noun Clause में है वही (a) — *whence* का प्रयोग *whence* के clauses में होता है।  
 Note (b) — *Where* का प्रयोग *where* के clauses में होता है।

I do not know *how* (कैसे) he is ill.

I do not know *how* (कैसे) you are.

I do not know *when* (कब) he will come.

I do not know *where* (कहाँ) he lives.

यहाँ *if*, *how*, *when* वहाँ *where* के clauses Noun Clause में हैं।

Note (b) — *When* और *where* के clauses Adjective Clause में एक *if* के बाद आते हैं।  
 Note (c) — *When* और *where* के clauses Noun Clause में, *to* के बाद आते हैं।

The house *where* I live is very good.

The hour *when* you came was five p.m.

यहाँ *where* और *when* के clauses Adjective Clause में हैं।

### NOUN CLAUSE

Rule I. *Who*, *which*, *what*, *that*, *if*, *whether*, *how*, *where* वहाँ *where* के clauses Noun Clause में हैं, वही (a) *who* और *which* के clauses में *comma* नहीं आता और (b) *what* और *where* के clauses में *that* आता है, जो *if* के बाद आता है, जैसे—

I know *who* (कौन) he is.

I do not know *which* (कौन) book you want.

I understand *what* (क्या) you say.

Our career depends upon *what* (क्या) we plan.

I see *that* (कि) it is a house.

Except *that* (कि) he is a little dull he is quite good.

I see quite clearly *that* (कि) it is a house.

इन सभी Noun Clauses के पहले *if* और *whether* के बाद आते हैं। *who*, *which*, *what* तथा *that* के बाद आते हैं।

Rule II. Relative or Interrogative Pronouns और Relative or Interrogative Adverbs (*who*, *which*, *that*, *what*, *where*, *whether* वहाँ) के बाद आते हैं।  
 Note (a) — *who*, *which*, *that*, *what*, *where* के clauses में *comma* नहीं आता है और *if* के बाद आता है।  
 Note (b) — *who*, *which*, *that*, *what*, *where* के clauses में *that* आता है, जो *if* के बाद आता है।

*Who* helps his nation, helps himself.

*That* he is honest, is known to all.

*What* he says, is quite wrong.

*Where* he died, is still unknown.

यहाँ *who*, *that*, *what* तथा *where* के clauses Noun Clause में हैं।

Rule III. जो वाक्य Direct Narration में *inverted commas* ("...") के बीच रहता है, वह Noun Clause होता है—

He said to me, "I shall go"—Noun Clause.

He cried out, "I am ruined."—Noun Clause.

Rule IV. जब दो clauses के बीच न comma रहे और न Conjunction, तो Verb के बाद जानेवाला clause Noun Clause होता है: जैसे—

*I hope/you are well—Noun Clause.*

*It seems/he is not very foolish—Noun Clause.*

### ADJECTIVE CLAUSE

Rule I. Who, which, that, when या where से शुरू होनेवाले clauses Adjective Clause होते हैं जब (a) इनके और Principal Clause के बीच comma नहीं रहता, (b) इनके पहले Noun रहता है, और (c) जब इनका अर्थ हिन्दी में कोई पेना शब्द होता है, जो 'ज' से शुरू होता है: जैसे—

*I do not know the man/who (जो) is here.*

*This is the book/that (जो) I bought yesterday.*

*This is the place/where (जहाँ) I live.*

*I know the time/when (जब) he will come.*

इन सभी Adjective Clauses के पहले शब्द 'ज' से शुरू होने हैं, जग: who, that, where तथा when वाले clauses Adjective हैं।

Rule II. जब दो clauses के बीच न comma रहे और न conjunction, तो Noun के बाद जानेवाला clause Adjective Clause होता है: जैसे—

*The air/you breathe in/must be pure.*

Rule III. As से शुरू होनेवाला clause Adjective होता है जब (a) इसके पहले comma नहीं जाता और (b) इनके पहले such, as या the same का व्यवहार होता है: जैसे—

*He is not such a good man/as I expected*

*As many questions/as were put were easy.*

*This is the same pen as mine (is).*

यहाँ सभी As-clauses Adjective Clauses हैं।

Rule IV. कभी-कभी but का प्रयोग Relative Pronoun की तरह होता है और उसका अर्थ होता है— who not या that not (जो नहीं); जैसे—

*There is no mother but loves her child.*

इस अर्थ में But-clause सदा Adjective Clause होता है।

### More hints on Principal and Subordinate Clauses

इन नियमों की मदद से जग: Principal और Subordinate Clauses को पहचान लेंगे और उनका नामकरण भी कर लेंगे, लेकिन Analysis पर विजय प्राप्त करने के लिए इतना हाँ काफी नहीं। इसके लिए Relative Adverbs (when और where) और Relative Pronouns (who और which) पर विजय प्राप्त करनी होगी, क्योंकि इससे शुरू होनेवाले clauses Principal, Adverbial, Adjective और Noun जादों हो सकते हैं। इनकी कभी-कभी पुनः मदद में जहाँ-तहाँ दुर्ग हैं, पर किन्तु सर्वथा नहीं। इसलिए हम यहाँ उन्हें एक-एक कर लें और विचार करें।

### When and Where

सम्भारणतः यदि इनसे शुरू होनेवाले clauses के पहले comma और Noun रहे, तो वे Principal होते हैं, पर केवल comma रहने पर Adverbial तथा केवल Noun रहने पर Adjective, पर यदि न comma रहे और न Noun, तो वे Noun Clause होते हैं; जैसे—



I stayed at Patna for a week, when I received a telegram (Co-ordinate to Pr. Cl.)

I went to Patna, where I stayed for a fortnight (Co-ordinate to Pr. Cl.)

When he will come, I shall go. (Adv. Cl.)

Where there is a will, there is a way. (Adv. Cl.)

I remember the time when you came here. (Adj. Cl.)

The place where I live is good. (Adj. Cl.)

I know when he will come. (N. Cl.)

I do not know where he lives. (N. Cl.)

N.B.— When या where के पहले comma और Noun रहने पर Principal नहीं हो कर Adverbial हो जाते हैं, जब इनके पहले ऐसे Noun रहते हैं, 'समय' या 'स्थान' (time या place) का बोध नहीं कराते; जैसे—

He sold the book, when it was the best he had.

We find grass, where we expected flowers.

वहाँ पहले वाक्य में when के पहले comma और Noun दोनों हो जाते हैं, जब Noun (book) time का बोध नहीं कराता। इसलिए when से शुरू होनेवाला clause Adverbial हुआ, Co-ordinate to Principal Clauses नहीं। इसी प्रकार दूसरे वाक्य में where के पहले comma और Noun रहने पर भी वह Adverbial हुआ, क्योंकि where के पहले जो Noun (grass) आया है, वह place का बोध नहीं कराता।

### Who and Which

जब who या which के पहले Noun और comma दोनों हो रहते हैं तो जो clause Principal, Adjective और Adverbial दोनों हो सकते हैं। तो अब इसी समस्या पर विचार करें।

Who और which के द्वारा किसी clause के अर्थ को जारी रखा जाता है, जिसे continuative sense कहा जाता है। ऐसे अर्थ में who या which से किसी Noun का गुण प्रकट नहीं होता, बल्कि इसके पहले clause में जो बात (fact) कही जाती है, वही को आगे जारी रखा जाता है; जैसे—

He killed all the prisoners, which was a cruel act.

I saw my brother, who gave me a book.

ऊपर के दोनों वाक्यों में who और which से शुरू होनेवाले clauses Principal Clause के Co-ordinate हैं।

जब who और which से restrictive sense आदि होता है, तब इनसे शुरू होनेवाले clauses Adjective हो जाते हैं। Restrict का अर्थ होता है 'सीमाबद्ध करना' जो Adjective का काम है। जब हम यह कहते हैं कि Adjective किसी Noun को qualify करता है, तो इसका अर्थ यह होता है कि वह (Adj.) उस Noun को restrict करता है। जैसे students से सभी विद्यार्थियों (१००) का बोध होता है, पर intelligent students के कम विद्यार्थियों (१०) का बोध होता है। कहने का तात्पर्य यह है कि Adjective किसी Noun की संख्या को घटाता है। तो, यदि who या which से Noun (जो इसके पहले आता है) की संख्या घट जाय तो वह Restrictive Sense होगा और उस वाक्य में शुरू होनेवाले clauses Adjective Clauses होंगे; जैसे—

The men—whofcame here—are good. (Adjective Clause)

Men से सभी मनुष्यों (१००) का बोध होता है, पर who came here (जो वहाँ

बानेवाले बादमी है) से कम मनुष्यों (१०) का बोध होता है। इसलिए यहाँ who का प्रयोग restrictive sense में हुआ है। अतः यह Adjective Clause हुआ।

Who और which से Adverbial Clause भी शुरू होते हैं, जब इनसे शुरू होने-वाले clause में Principal Clause में किये गये काम का cause या purpose बतलाया जाता है; जैसे—

*Ravan, who was found guilty, was killed.*

यहाँ Principal Clause में जो (मारने का) कार्य है उसका कारण who से शुरू होने-वाले clause में दिया गया है। इसलिए यह Adverbial Clause हुआ।

तो, जब who या which के पहले Noun और comma दोनों ही रहें तब हमें सावधानी से इसके continuative sense and restrictive sense और cause and purpose का कार्य समझना चाहिए। मारकी मदद के लिए हम एक नियम देते हैं—

जब Principal Clause में 'why' लगाकर प्रश्न पूछें। यदि हम प्रश्न का सन्तोषजनक उत्तर who या which वाले clause में मिल जाय तो यह Adverbial होगा। यदि सन्तोषजनक उत्तर नहीं मिले तो यह देखें कि who के पहले जो Noun है उससे उस जाति में मिलने व्यक्ति या वस्तु का बोध होता है और who वाले clause में मिलने व्यक्ति या वस्तु के विषय में क्या कहा है, उससे मिलने (व्यक्ति या वस्तु) का बोध होता है। यदि दोनों में एक ही संख्या का बोध हो तो यह Principal होगा, पर यदि पहले से अधिक, संख्या का बोध हो और दूसरे से कम का, तो यह Adjective Clause होगा। उदाहरण—

*Ravan, who was found guilty, was killed.*

यहाँ Principal Clause में why लगाकर यह प्रश्न करते हैं—

*Why was Ravan killed?*

उत्तर मिलता है—*He (who) was found guilty.*

यह सन्तोषजनक उत्तर है, क्योंकि Principal Clause में जो कार्य किया गया है उसका cause यहाँ नहीं बतलाया गया है। वास्तव में, किताब का पाना तो पिता के मिलने के बाद हुआ। फिर वह कारण हो कैसे सकता है इसलिए यह Adverbial नहीं हुआ।

इसका उदाहरण लें—

*I saw my father, who gave me a book.*

Principal Clause में why लगाकर यह प्रश्न पूछें—

*Why did I see my father?*

उत्तर मिलता है—*He (who) gave me a book.*

यह उत्तर सन्तोषजनक नहीं, क्योंकि यहाँ Principal Clause में जो कार्य किया गया है उसका cause यहाँ नहीं बतलाया गया है। वास्तव में, किताब का पाना तो पिता के मिलने के बाद हुआ। फिर वह कारण हो कैसे सकता है इसलिए यह Adverbial नहीं हुआ।

जब हम देखें कि यह Adjective है या नहीं। यहाँ my father से एक ही व्यक्ति का बोध होता है और who gave me a book से भी एक ही का। इसलिए यह Adjective भी नहीं हो सकता, क्योंकि यदि यह Adjective रहता, तो who के पहले बानेवाले Noun और who वाले clause से भिन्न-भिन्न संख्या का बोध होता। मान लें कि यदि पहले से सभी व्यक्तियों का बोध होता, तो दूसरे से १० या ६० हो का। ऐसी हालत में वह Adjective हो जाता, पर यहाँ ऐसी बात नहीं। अतः यह Principal Clause हुआ, Adjective या Adverbial नहीं।

## (C) THIRD STAGE

इस प्रकार clauses को पहचान लेने के बाद, अन्त में, हमें यह देखना है कि अनुव वाक्य किस तरह का है। कुछ लोग वाक्य को पहले ही पहचान कर clauses को अलग करते हैं और तब नामकरण करते हैं। येने समय में यह तरीका तो छोड़े के आगे गाड़ी रखने के समान है। इस वाक्य का नामकरण कर कैसे सकते, जब तक यही पता नहीं चले कि अनुव वाक्य में कितने clauses हैं और वे किस प्रकार के हैं? इसलिए sentence का नामकरण अन्त में होना चाहिए। पर, यह कैसे किया जाए? इसके लिए यह जानना जरूरी है कि वाक्य कितने प्रकार के होते हैं।

Sentence चार प्रकार के होते हैं—(i) Simple, (ii) Compound, (iii) Complex और (iv) Mixed.

(i) Simple sentence = 1 Principal Clause.

(ii) Compound sentence = at least 2 Principal Clauses.

(iii) Complex sentence = Simple sentence + Subordinate Clause.

(iv) Mixed sentence = Compound sentence + Subordinate Clause.

इस प्रकार हम देखने हैं कि Simple और Compound sentence में Subordinate Clause नहीं रहता, पर दोनों में अन्तर यह है कि simple में एक ही Principal Clause रहता है और compound में कम-से-कम दो Principal Clauses.

Complex sentence में बिल्कुल एक ही Principal Clause रहता है जैसा कि simple में, पर complex में कम-से-कम एक Subordinate Clause का रहना जरूरी है।

Mixed sentence में कम-से-कम दो Principal Clause और कम-से-कम एक Subordinate Clause का रहना जरूरी है।

*EXERCISES WORKED OUT*

1. If man had a skin thickly covered with hair or wool, as an ape or sheep has, he could not have moved from one climate to another with comfort, and so he is made naked, but not without the power of improving his condition, wherever he may be.

(a) If man... wool—Adv. Cl.

(b) As an ape has—Adv. Cl.

(c) Or as a sheep has—Adv. Cl.

(d) He could not... comfort—Pr. Cl.

(e) And so... naked—Co-ordinate to (d).

(f) But not without... condition—Co-ord. to (e).

(g) Wherever he may be—Adv. Cl.

It is a mixed sentence.

2. Sir Issac Newton, after deep meditation, discovered that there was a law in nature called attraction, by virtue of which every particle of matter that the world is composed of draws towards itself

every other particle of matter with a force which is proportional to its mass and distance.

(a) Sir Issac Newton....discovered—Pr. Cl.

(b) That there was....attraction—Noun Cl.

(c) By virtue of which...force—Adj. Cl.

(d) The....of—Adj. Cl.

(e) Which is....distance—Adj. Cl.

It is a complex sentence.

3. A blind man, carrying a lantern in his hand and a pitch: on his shoulder, was walking alone one night, when he was met by thoughtless young fellow who laughed at him and said, "O fool ! day and night must be alike to you; of what use can this lamp be to you ?"

(a) A blind man....one night—Pr. Cl.

(b) When he was....fellow—Co-ord. to Pr. Cl. (a)—'when' used here in continuative sense.

(c) Who laughed at him—Adj. Cl.

(d) And (who) said—Adj. Cl.

(e) O fool !....you—Noun Cl.

(f) Of what use. . .you ?—Noun Cl.

It is a mixed sentence.

4. They expected that the king would either treat the matter as a pleasant jest or threaten the insolent darwesh with punishment; but to their surprise, he was neither amused nor angry, but seriously attentive to the words of the darwesh.

(a) They expected—Pr. Cl.

(b) That the king....matter—Noun Cl.

(c) As (he would treat)...jest—Adv. Cl.

(d) Or....punishment—Noun Cl.

(e) But to their surprise . . .angry—Co-ord. to Pr. Cl. (a)

(f) But....darwesh—Co-ord. to (e).

It is a mixed sentence.

5. After his schooling was finished, his father, desiring him to be a merchant like himself, gave him a ship freighted with various sorts of merchandise, so that he might go and trade about the world and grow rich, and become a help to his parents, who were now advanced in age.

(a) After his schooling was finished—Adv. Cl.

(b) His father....merchandise—Pr. Cl.

(c) So that he might go—Adv. Cl.

(d) And trade....world—Adv. Cl.

(e) And grow rich—Adv. Cl.

(f) And become....parents—Adv. Cl.

(g) Who were....age—Adv. Cl. (Showing *cause*)

It is a complex sentence.

[*Note*—Clause No. (g) may be regarded also as an Adj. Cl. qualifying 'parents' in (f).]

6. Sometimes you may trace a river to a definite spring, but you very soon assure yourself that such springs are fed by rain which has percolated through the rocks or soil, and which through some orifice that it has found or formed comes to the light of day.

(a) Sometimes you....spring—Pr. Cl.

(b) But you....yourself—Co-ord. to Pr. Cl. (a).

(c) That....rain—Noun Cl.

(d) Which has....soil—Adj. Cl.

(e) And which....day—Adj. Cl.

(f) That it has found—Adj. Cl.

(g) Or formed—Adj. Cl.

It is a mixed sentence.

7. The rootlets at the ends of these fibres strike into the ground, and when they have become well fixed in the earth, the sap which previously was flowing downward changes its direction and flows upwards.

(a) The rootlets....ground—Pr. Cl.

(b) And when....earth—Adv. Cl.

(c) The sap changes its direction—Co-ord. to Pr. Cl. (a).

(d) And flows upwards—Co-ord. to (a).

(e) Which....downward—Adj. Cl.

It is a mixed sentence.

8. Even as the driver checks a restive steed, so do thou, if thou art wise, restrain thy passion, which, if it runs wild, will hurry thee away.

(a) Even as the driver ....steed— Adv.Cl.

(b) If thou art wise— Adv. Cl.

(c) So do thou restrain thy passion— Pr. Cl.

(d) Which.... will hurry—Co-ord. to (c).

(e) If it runs wild— Adv.Cl.

It is a mixed sentence.

9. With some men at that time of life so great a hurt would have been difficult to cure or might even have occasioned death: but with Carnaro, whose body was in the soundest condition, it was cured in a very short time.

- (a) With some men....cure—Pr. Cl.
- (b) Or might....death—Co-ord. to (a).
- (c) But with....time—Co-ord. to (a).
- (d) Whose body....condition—Adv. Cl. (Showing cause).
- [Note—Clause No.(d) may be treated as an Adj. Cl. as well]

It is a mixed sentence.

10. When the Piper claimed his pay, the Mayor declared that the promise which he had made before the town was cleared of rats was only a joke, as the Piper very well knew.

- (a) The Mayor declared —Pr.Cl.
- (b) When the Piper claimed his pay—Adv. Cl.
- (c) That the promise was only a joke —N. Cl.
- (d) Which he had made—Adj. Cl.
- (e) Before the town ...rats—Adv. Cl.
- (f) As the Piper well knew—Adv. Cl.

It is a complex sentence.

11. However, upon my way, I met a poor woman all in tears, who told me that her husband had been arrested for a debt he was not able to pay, and that his eight children must now starve; bereaved as they were of his industry.

- (a) I met...tears—Pr. Cl.
- (b) Who told me—Co-ord. to Pr. Cl. (a). Here 'who' means 'and he'.
- (c) That her husband... debt—N. Cl.
- (d) (Which) he....pay—Adj. Cl.
- (e) That his....starve—N. Cl.
- (f) Bereaved ...industry—Adv. Cl.

It is a mixed sentence.

12. I do not know what others may think of what I have done, but to myself I appear like a child who is picking up pebbles on the shore whilst the great ocean of truth lies unexplored before me.

- (a) I do not know—Pr. Cl.
- (b) What others may think of—N. Cl.
- (c) What I have done—N. Cl.
- (d) I appear....child—Pr. Cl. Co-ord. to (a)
- (e) Who is ....shore—Adj. Cl.
- (f) Whilst....me—Adv. Cl.

It is a mixed sentence.

13. Half-stunned as I was with all that happened to me, I rose to my feet, thinking, as I did, of what had befallen the young men, and watching the horse which was soaring into the clouds.

- (a) Half-stunned....all—Adv. Cl.
- (b) That happend to me—Adj. Cl.
- (c) I rose to my feet—Pr. Cl.
- (d) As I did so —Adv. Cl.
- (e) What had....men—N. Cl.
- (f) Which....clouds—Adj. Cl.

It is a complex sentence.

14. The fox, who had been very much alarmed, now judged that there was no reason for fear, and demanded of the ass how he had dared to put on a skin which but a little while ago had belonged to an animal so noble that he was regarded as the King of the Forest.

- (a) The fox now judged—Pr. Cl.
- (b) Who had been....alarmed—Adv. Cl. (Showing cause)
- (c) That there was. . .fear—N. Cl.
- (d) (The fox) demanded of the ass—Co-ord. to Pr. Cl.
- (e) How he had....skin—N. Cl.
- (f) Which....noble—Adj. Cl.
- (g) That he was regarded—Adv. Cl.
- (h) As the King of the Forest (was regarded)—Adv. Cl.

It is a mixed sentence.

## EXERCISE

*Analyse the following sentences—*

1. When I was a child, I spoke as a child, I understood as a child, I thought as a child, but when I became a man, I put away childish things.

2. I once put a wasp into the nest, but when the spider came out in order to seize it as usual, upon perceiving what kind of enemy it had to deal with, it instantly broke all the bonds that held it fast, and contributed all that lay in its power to disengage so formidable an antagonist.

3. The charts of the world which have been drawn up by modern science have thrown into a narrow space the expression of a vast amount of knowledge, but I have never yet seen any one pictorial enough to enable the spectator to imagine the kind of contrast in physical character which exists between northern and southern countries.

4. When such a man perceives that if he fails, everyone will be able to understand the risk that has been incurred, but that if he succeeds no one will estimate the danger that has been silently overcome, he bows nevertheless to the supreme dictates of his judgment.

5. The lowest mechanic, however, looks upon it as his duty to be a watchful guardian of his country's freedom, and often uses a language that might seem haughty even in the mouth of the great emperor who traces his ancestry to the moon.

6. The brute took and drank and evidently enjoyed the wine which was new to him and swilled again at the flagon and entreated for more and prayed to Ulysses to tell him his name that he might bestow a gift upon the man who had given him such brave liquor.

7. My friend's talk made so odd an impression upon my mind, that soon after I was abed, I fell insensibly into a most unaccountable reverie that had neither moral nor design in it and cannot be properly called a dream as a delirium.

8. When, contrary to the wicked hopes he had formed, his brother proved victorious, his envy knew no bounds, and he swore he would burn the chamber where Orlando slept.

9. When the ship fell over and the mast became horizontal he crawled out to the mizen-top and sat there till the spar gave away and plunged him into the waves whence he was dragged into one of the boats.

10. If you put the end of an iron rod in the fire and hold it there, you do something more than heat that end, for you heat the whole of it up to the end that you hold in your hand.

11. The governor of the town, who was present, cried out with a loud voice and ordered Androcles to explain how a savage beast could have so forgotten its innate disposition: all of a sudden, that it became converted into a harmless animal which preferred rather to spare its victim than to devour him.

12. The governor who was himself young sympathised with the young man but reminded him that it was the duty of an officer to fight when his country was at war with another.

13. I do not know when he will come. The place where I reside is far off from here. As the smoke rose, she became hidden from view. I have read the books which the teacher gave me when he left us.

14. I think you have made a mistake. All the blessings we enjoy come from God. If you cut more than a pound, you die.

15. All that glitters is not gold. We do not know what he has done. When the cat is away, the mice will play. The poor man who had run from them saw both his enemies fall.

16. When the father came home, he found that, although he had been away for a long time, the children who had been left alone, had behaved quite well.

17. I am taller than he. As it was raining, I did not go to school. Students should listen attentively to what the teacher says. The man whom we met at the railway station is my friend. I agree to what he says. He laboured hard that he might pass.

18. I hope you are well. Do you think it is correct? The house he lives in is lovely. The food he eats is not pure. Everyday we spend without learning is a day lost.

19. The noise was so high in the air that at first I thought it was thunder. Do you know who rang the bell? Uneasy lies the head that wears a crown.

20. You must remember that most men feel sick when they climb very high.

21. When he reached its borders, he cried out, "I am ready." Since we are the most beautiful flowers, we should live only in the select gardens.



22. When he stepped on the ground and looked around, he thought the earth trembled. Where there is a will there is a way. He that is down needs fear no fall.

23. "I will not let you in", said the man who stood at the door. The teacher who was my brother gave away the prizes.

24. I asked him whether he was sure that the boy was innocent. Think a little further of all those persons whom you cannot see who also wear cotton.

25. Everyone who knows you acknowledges, when he considers the case calmly, that you have been wronged.

26. When we reached the gate, I told him I could go no farther as I was expecting visitors and must return to receive them.

27. This put Viola in mind of her own sorrow, and she longed to serve the lady, but the captain said that that was impossible, for she would admit none.

28. The people of one country thought that they were better than others who lived in other countries and they fought with those others.

29. History says that Socrates, when he was given the cup of hemlock, continued to talk to the friends who were standing around him as he drank it.

30. There is nothing that shocks me so much as that which I hear very often that a man does not know how he can make his life happy.

31. He as well as I is to blame. You should run as fast as possible. No sooner did he see the police than he ran away. He came and helped me. It looks as if he had seen a ghost. Were he here, he would help me. Once you decide, you will have no trouble. The higher you go, the cooler it is. This is the same watch as mine. There is none but loves his country.

32. I have noticed it often among my own people that the strong skilful men are often the gentlest to women and children, and it is pretty to see them carrying the little babies as if they were no heavier than little birds.

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## SYNTHESIS

Synthesis एक ऐसी विधि है जिसके द्वारा बहुत-से वाक्यों को जोड़कर एक वाक्य बनाया जाता है, जो simple, compound, complex या mixed हो सकता है। अब हमें देखना है कि किन-किन विधियों (methods) के द्वारा वाक्यों को जोड़कर उन्हें simple compound, complex या mixed sentence का रूप दिया जाता है।

### 1. HOW TO COMBINE SIMPLE SENTENCES INTO A SINGLE SIMPLE SENTENCE

आप जानते हैं कि simple sentences में एक ही clause रहता है, जो Principal Clause होता है; उसमें एक भी Subordinate Clause नहीं रहता। इसका अर्थ यह है कि simple sentence में केवल एक ही Finite Verb रहता है। इसलिए जब बहुत-से simple sentences को जोड़कर उन्हें एक simple sentence बनाना पड़ता है, तब यह कोशिश की जाती है कि एक ही Finite Verb का प्रयोग हो। इस लक्ष्य की पूर्ति के लिए बहुत-सी विधियाँ हैं जिनमें से प्रधान है—

- (A) use of Participle;
- (B) use of Nominative Absolute;
- (C) use of Noun or Phrase in Apposition; and
- (D) use of Infinitive.

अब हम इन विधियों को एक-एक कर लें और देखें कि इनके द्वारा किस प्रकार बहुत-से simple sentences को जोड़कर एक simple sentence बनाया जाता है। हमें यह भी विचार करना होगा कि किस अवस्था में किस विधि का प्रयोग कर करना चाहिए। आगे तक ऐसा कोई नियम नहीं बन पाया है कि किस विधि का प्रयोग कब होता है। लोग सुविधासुचारु हो इनका प्रयोग करते हैं, पर मेरे जानते यदि वाक्यों के अर्थ की धीक से समझा जाय, तो उन विधियों के प्रयोग करने के कुछ नियम मोटे तौर पर निकल सकते हैं।

#### (A) WHEN TO USE PARTICIPLE

सामान्यतया Participle के द्वारा simple sentence को तब जोड़ा जाता है, जब—

Rule I. सभी simple sentence के Verbs का कर्त्ता common (सामान्य गुणक या common factor) हो, अर्थात् एक ही व्यक्ति या वस्तु उन सभी simple sentences में कर्त्ता का काम करता है; और

Rule II. उन simple sentences के Verbs को देखने पर ऐसा लगे कि एक काम दूसरे के बाद हुआ है और इसलिये वे एक-दूसरे से बँधे हुए हैं, जैसे—

*He raised his gun. He took aim. He shot the tiger.*

इन तीनों वाक्यों का कर्त्ता *He* है, अर्थात् *He* तीनों Verbs का common Subject है—*He (raised + took + shot)*.

Caution—इसके अतिरिक्त एक और बात पर ध्यान दें। इन तीनों Verbs से यह पता चलता है कि तीन कार्य किये गये हैं; पहले बन्दूक उठाने का, इसके बाद निशाना साधने का और अन्त में बन्दूक चलाने का। इस तरह एक के बाद दूसरा काम किया गया है। इसलिए इन तीनों simple sentences को Participle के द्वारा जोड़ना चाहिए।

### How to use Participle

Participle के द्वारा वाक्यों को जोड़ने का नियम यह है—

Rule III. जो कार्य (Verb) पहले हुआ हो, उसके Participle में बदल दें और जो कार्य या क्रिया अन्त में हो, उसे Finite रहने दें; जैसे—

*He raised the gun. He took aim. He shot the tiger.*

इन तीनों वाक्यों में सबसे पहले कार्य की जगह पहले वाक्य में डुर्ल है; उसके बाद दूसरे में और अन्त में तीसरे वाक्य में। अतः इन्हें इस प्रकार जोड़ दें—

*Having raised the gun and taken aim, he shot the tiger.*

कुछ उदाहरण और लें—

*He drew his sword. He rushed at the man.*

= *Having drawn his sword, he rushed at the man.*

*Turn to the left. You will then see the post-office.*

= *Turning to the left, you will see the post-office.*

*They were too late for the train. They tried to hire a taxi. They hoped to see the princess.*

= *Being too late for the train, they tried to hire a taxi, hoping to see the princess.*

*He worked hard. He felt tired.*

= *Having worked hard, he felt tired.*

*I spoke to the teacher. I sat at the table. I held the book in my hand.*

= *Seated at the table and holding the book in my hand, I spoke to the teacher.*

### (B) WHEN TO USE NOMINATIVE ABSOLUTE

Nominative Absolute का प्रयोग होता है, जब—

Rule I. वाक्यों के कर्त्ता भिन्न-भिन्न व्यक्ति या वस्तु होते हैं, एक ही वस्तु या व्यक्ति नहीं; और

Rule II. उन वाक्यों के Verbs से ऐसा भाव लभ होता है कि जो कार्य एक-दूसरे के बाद होते हैं उनके बीच एक प्रकार का causal relation (कारण और उसके परिणाम का सम्बन्ध) है; जैसे—

*The sun rose. The fog disappeared.*

यहाँ पहले वाक्य का कर्त्ता sun है और दूसरे का fog. हम यह भी देखते हैं कि यहाँ दो Verbs (rose and disappeared) आये हैं, जिनमें एक प्रकार का causal relation

मायूम पड़ता है, क्योंकि यह स्वाभाविक है कि सूर्य के उगने से कुहासा विलीन हो जाता है।  
इसलिए इन वाक्यों को इस प्रकार जोड़ना चाहिए—

*The sun having risen, the fog disappeared.*

इन वाक्यों को भी देखें—

*The agreement was signed. All were satisfied.*

= *The agreement being signed, all were satisfied.*

इन वाक्यों को Nominative Absolute के द्वारा जोड़ा गया है, क्योंकि इनके क्रम अलग-अलग हैं और जिन वाक्यों की चर्चा हुई है, उनके बीच कारण-फल का सम्बन्ध है—समझौते पर हस्ताक्षर कारण है और लोगों का सन्तोष उसका फल।

### How to use Nominative Absolute

Nominative Absolute उस कर्ता (nominative) को कहते हैं, जो वाक्य में स्वतन्त्र (absolute) रहता है, क्योंकि वैसे कर्ता का कोई भी असर वाक्य के Verb पर नहीं पड़ता। ऊपर के वाक्यों में 'sun' और 'agreement' Nominative Absolute है। इन वाक्यों के nominatives क्रमशः 'fog' और 'all' हैं।

Nominative Absolute के प्रयोग की विधि यह है—

Rule III. जो कार्य पहले हो (जो कारण का काम करे) उसके कर्ता को Participle के पहले रख दें और जो कार्य बाद में हो (जो कारण का फल हो) उसके कर्ता को Nominative मान लें। ऊपर दिये गये वाक्यों में ऐसा ही किया गया है। पहले सूर्य का उगना हुआ और उसके बाद कुहासा का विलीन होना। इसलिए पहले वाक्य के कर्ता (sun) को Participle (having risen) के पहले रखा गया जबकि sun को Nominative Absolute बना दिया गया और दूसरे वाक्य के कर्ता (fog) को Nominative माना गया। इन उदाहरणों को भी देखें—

*The leader was slain. The rioters were seized with panic.*

= *The leader having been slain (or being slain), the rioters were seized with panic.*

*The steamer was delayed by a storm. We left by train.*

= *The steamer having been (or being) delayed by a storm, we left by train.*

*Your son has been ill during the greater part of this term. His studies have fallen into arrears. I am unable to give him promotion.*

= *Your son having been ill... term, and his studies having fallen into arrears, I am unable to give him promotion.*

*The town was well stocked with provisions. The guns were well stocked with ammunitions. The enemies were forced to raise the siege.*

= *The town being well stocked with provisions and the guns with ammunitions, the enemies were... siege.*

*The siege was over. The enemy withdrew. The city opened its gates. By this means its trade and prosperity rapidly revived.*

= *The siege being over, the enemy having withdrawn and the city having opened its gates, trade and prosperity rapidly revived.*

The business will now prosper. He and I have come to terms.  
 ~ He and I *having come to terms*, the business will now prosper.

The fog was dense. No one could see his way through the streets.

~ The fog *being dense*, no one could. ... streets.

### (C) WHEN TO USE NOUN OR PHRASE IN APPPOSITION

**Rule I.** Apposition का प्रयोग तब होता है जब एक वाक्य में कही गयी बातों (वाक्यों या वाक्य अंशों Verbs or Adjectives) की विस्तारपूर्वक व्याख्या अन्य वाक्यों में की जाती है; जैसे—

Byron had some of the great qualifications of a great poet. He possessed great *command of language*. He was a *keen observer of nature*. He had an *accurate knowledge of men and nature*.

यहाँ पहले वाक्य में Byron की योग्यताओं (गुणों) की बातों को गयी है और अन्य तीन वाक्यों में उन गुणों की एक प्रत्येक से व्याख्या की गयी है, अर्थात् यह बताया गया है कि वे गुण क्या-क्या थे—

भाषा पर अधिकार, प्रकृति-निरीक्षण की दृष्टि और मानव का ज्ञान।

एतद्विना इन वाक्यों की Apposition कि बिधि से बोधना चाहिए, जैसे—

Byron had some of the qualifications of a great poet, *a great command of language, a keen observation of nature and an accurate knowledge of men and nature*.

इन वाक्यों को भी देखें—

Siraj-ud-daulah perpetrated many atrocities. He oppressed the British merchants. He oppressed his own people no less. He was defeated at the battle of Plassey.

यहाँ पहले वाक्य में सिराजुद्दौला के कठोर कार्यों (गुणों) की बातों हुई और अन्य वाक्यों में उनकी कादो पर विशेष प्रकाश डाला गया है, क्योंकि उनकी बातों विस्तारपूर्वक की गयी है। अतः इन्हें इस प्रकार जोड़ा गया है—

Siraj-ud-daulah, the perpetrator of many atrocities, oppressor of the British merchants and of his own people, was defeated at the battle of Plassey.

### How to use Noun or Phrase in Apposition

**Rule II.** Apposition का अर्थ होता है 'side by side' और इसलिए किसी noun या phrase को उस noun के बगल में रखा जाता है जिसकी व्याख्या की जाती है। जो noun या phrase Apposition में रहता है, उसे दो कोमा (comma) के बीच दा दैश (dash) के बाद रखा जाता है। पहले दिये गये उदाहरणों में पहले वाक्य में comma और दूसरे वाक्य में dash का प्रयोग करके noun को Apposition में रखा गया है। कुछ उदाहरण और लें—

John Bunyan wrote "The Pilgrim's Progress". He had once

been a thoughtless youngman. Later he became a religious penitent.

= John Bunyan, the author of "The Pilgrim's Progress", once thoughtless youngman, later became a religious penitent.

Mahatma Gandhi was a lover of peace. He had once been a lawyer. He preached non-violence.

= Mahatma Gandhi, a lover of peace, once a lawyer, preached non-violence.

## (D) WHEN TO USE INFINITIVES

Rule 1. Infinitive के प्रयोग द्वारा वाक्यों को एक जोड़ा जाता है, जब सभी वाक्यों से मात्स्य पड़ता है कि जिन कार्यों की चर्चा हुई है, उनमें अन्योन्याश्रय (interdependence) का सम्बन्ध है। यह सम्बन्ध कभी-कभी कारण और परिणाम (cause and effect) का रहता है, पर यह आवश्यक नहीं है। हाँ, इतना तो जरूर है कि उनमें गहरा सम्बन्ध रहता है। ऐसे वाक्यों को Nominative Absolute के द्वारा जोड़ा नहीं जा सकता, क्योंकि Nominative Absolute उन वाक्यों को जोड़ता है (जिसे कि पहले कहा जा चुका है) जिन कर्ता भिन्न-भिन्न होते हैं और इसलिए उन कार्यों में भिन्न-भिन्न बातें कही जाती हैं। इस विधिक, उन वाक्यों को देखने से मात्स्य पड़ता है कि एक कार्य के समाप्त होने पर दूसरा कार्य तथा दूसरे के बाद तीसरा कार्य होता है और उनमें कारण-परिणाम का सम्बन्ध है। पर Infinitive उन वाक्यों को जोड़ता है जिससे यह मात्स्य पड़ता है कि कार्यों के बीच तो कारण-परिणाम का अन्योन्याश्रय सम्बन्ध है, लेकिन एक कार्य दूसरे के बाद नहीं होता, बल्कि वे कार्य एक ही साथ होते हैं, मानो वे एक कड़ी से जुड़े हुए हों; जैसे—

His house and goods were sold. His debts had to be paid.

= His house and goods were sold to pay his debts.

यहाँ दूसरे वाक्य में कारण बताया गया है और पहले में उसका परिणाम। इन वाक्यों को Infinitive के द्वारा जोड़ा गया है, Nominative Absolute के द्वारा नहीं, क्योंकि इन वाक्यों से ऐसा पता नहीं चलता कि एक कार्य के समाप्त होने पर दूसरा कार्य उसी परिणामस्वरूप हुआ। एक और उदाहरण लें—

He could not prepare well for the examination. He had no sufficient time.

= He had not sufficient time to prepare well for the examination.

यहाँ भी दूसरे वाक्य में कारण बताया गया है और पहले में उसका परिणाम। इन वाक्यों में भी दो कार्यों की चर्चा हुई है, पर एक कार्य दूसरे के बाद नहीं हुआ, बल्कि वे दो कार्य एक ही साथ हुए, जिस प्रकार कारण और परिणाम एक ही साथ रहते हैं, अलग-अलग नहीं। इन वाक्यों को भी देखें—

He has a large family. He must provide for them.

= He has a large family to provide for.

He stayed up at nights working out problems in mathematics. It was a pleasure to him.

= It was a pleasure to him to stay up... mathematics.

He must confess his fault. He will be fined otherwise.  
= He must confess his fault *to escape* fine.

The child grew worse everyday. The parents were there-  
grieved.

= The parents were grieved *to see* the child grow worse  
everyday.

The General has just come. The inspection of the volunteers  
his object.

= The General has just come *to inspect* the volunteers.

That man cheated all his creditors. He must have been mad.

= That man was mad enough *to cheat* all his creditors.

The head guides the rest of the body. It was made for this  
purpose.

= The head was made *to guide* the rest of the body.

My father was very much delighted. He had heard of my  
brother's success.

= My father was very much delighted *to hear* of my brother's  
success.

He wants to pass his examination. He works hard for that.

= He works hard *to pass* his examination.

### How to use Infinitives

**Rule II.** Infinitives का प्रयोग करना बहुत ही आसान है। जब Verb के रूप *to* लगा कर वाक्यों को जोड़ दें।

## II. HOW TO COMBINE SIMPLE SENTENCES INTO A COMPOUND SENTENCE

जान जानते हैं कि compound sentence में हम-से-कम दो Principal Clauses रहते हैं और उनमें Subordinate Clause नहीं रहता। इसको ध्यान में रखकर ही simple sentences को एक compound sentence का रूप दिया जा सकता है। कहने का मतलब यह है कि उन्हें compound sentence बनाते समय हम-से-कम दो Principal Clauses का प्रयोग प्रत्येक दो और Subordinate Clause का प्रयोग नहीं होना चाहिए। इसमें यह स्पष्ट है कि यह सभी Co-ordinating Conjunctions की सहायता से हो ही सकता है और Subordinating Conjunctions की आवश्यकता नहीं पड़ सकती। जान जानते हैं कि वे Co-ordinating Conjunctions हैं—*and, both, ... and also, too, as well as, not only, ... but also, either, ... or, neither, ... nor, otherwise, or, but, yet, however, so, therefore, for* इत्यादि। १६ Conjunctions के द्वारा वाक्यों को जोड़ते समय वाक्यों के अर्थ पर ध्यान बरतना

चाहिए। यदि वाक्यों के पढ़ने से ऐसा मान्य हो कि facts या statements के बीच विरोध (contrast) का भाव है, तो *but, yet* यदि का प्रयोग करना चाहिए; जैसे—

*He is poor. He is happy.*

याप जानने हैं कि *poverty* और *happiness* दो विरोधी भाव व्यक्त करते हैं। मत हैं *but* या *yet* के द्वारा जोड़ कर compound sentence बनाया जाना चाहिए—

*He is poor but happy.*

या *He is poor, yet he is happy.*

इसी प्रकार, यदि ऐसे वाक्य मिलें जिनमें एक के आधार पर दूसरे वाक्य में अनुमान (inference) निकाला जाय या एक वाक्य में कारण (cause) बतलाया जाय और दूसरे उसका परिणाम (consequence), तो उन्हें *so* या *therefore* के द्वारा जोड़ें; जैसे—

*He took bribe. He was dismissed.*

*= He took bribe, therefore he was dismissed.*

यदि ऐसे वाक्य मिलें जिनमें बहुत-सी चीजों के बीच एक को पसन्द या सबको नापसन्द करने की बात कही जाय, तो *either..... or* या *neither.....nor* का प्रयोग करना चाहिए; जैसे—

*Do not do this. Do not do that.*

*= Neither do this nor (do) that.*

*Take all. Take nothing.*

*= Either take all or take nothing.*

यदि ऐसे वाक्य हों जिनको पढ़ने से मान्य हो कि अनेक वाक्य में statement (कथन) है, तो उन्हें *and, as well as, both.....and* या *not only.....but also* के द्वारा जोड़ें; जैसे—

*He cried. He wept.*

*= He cried and wept.*

या *He not only cried but also wept.*

या *He both cried and wept.*

या *He cried as well as wept.*

### EXERCISES WORKED OUT

*Combine the following sentences into a compound sentence—*

1. Two cats had stolen some cheese. They could not decide how to divide it equally between them. They decided on asking a monkey to settle the dispute for them. They went to the monkey once for that purpose.

*= Two cats, having stolen some cheese, and not being able to decide how to divide it equally between them, decided on asking a monkey to settle the dispute for them, and went to the monkey once for that purpose.*

2. The monkey agreed to hear and decide the case. He called the two cats before him. He held out a pair of scales. He put one piece of cheese in one scale and one in another.



= The monkey agreed to hear and decide the case, and having called the two cats before him, he held out a pair of scales, a piece of cheese being put in one scale, and the other in the other.

3. In all labour there is profit. Mere talking tends only failure.

= In all labour there is profit, but mere talking tends only failure.

4. A certain rumour was current. He was said to have been taken seriously ill. He was quite well. He wrote to me that very day. He informed me by letter of his intention to extend his business.

= According to a current rumour, he was taken seriously ill, but in point of fact he was quite well, and by a letter written that very day he informed me of his intention to extend his business.

5. In private life he was amiable. In private life he was even fond of amusement. In public life he was severe. In public life he was a rigorous dispenser of justice.

= In private life he was amiable and even fond of amusement, but in public life he was severe, and a rigorous dispenser of justice.

6. It was now six o'clock in the evening. It was too late to start on our journey. We postponed starting till the following morning.

= At six o'clock in the evening it was too late to start on our journey; so we postponed starting till the following morning.

7. The people of this place are thrifty. They are industrious. I noticed the fertility of their fields. Their cottages were neat. Their persons were clean.

= The people of this place are thrifty and industrious; and I noticed the fertility of their fields, the neatness of their cottages, and the cleanliness of their persons.

8. I have no knowledge of the person referred to. I am unable to say any good of him. I am unable to say any evil of him.

= I have no knowledge of the person referred to, and am therefore unable to say anything about him, good or evil.

9. The storm had now passed. The sun rose above the horizon. Every drop of dew sparkled like a diamond. The birds warbled their morning hymns. The streams were dancing down the rocks or through the glens. The little brooks tinkled like silver bells. The trees, fanned by the morning breeze, waved the ends of their huge branches in the blue sky. The birds hopped about chirping their



= The courtiers pressed forward to taste this precious water, the Khalif forbade them to taste even a drop; for the water had turned sour on the way, and the Khalif did not desire to give offence to the simple-minded, but loyal peasant.

15. You have finished the job before the time. You have done it in good style. This is more than I expected from you. You have never before shown so much quickness and energy. I have seen a great deal of you for many years past.

= You have finished the job before the time, and have done it in good style; well, I did not expect this much of you; for you have never before shown such quickness and energy, and I can say this with confidence, having seen a great deal of you for many years past.

16. The barons were not content with having thus far humbled the king. They selected twelve of their number. The duty of the twelve was to act as a standing council. Good government was the object to be gained. These men did not consult the interests of the country. They usurped the royal power. They gave their chief care to the aggrandisement of their own families.

= The barons, not being content with having thus far humbled the king, selected twelve of their number to act as a standing council in the interests of good government, but these twelve men, far from consulting the interests of the country, usurped the royal power, and gave their chief care to the aggrandisement of their own families.

### III. HOW TO COMBINE SIMPLE SENTENCES INTO A COMPLEX SENTENCE

साफ जानते हैं कि complex sentence में केवल एक ही Principal Clause होता है और उनमें कम-से-कम एक Subordinate Clause भी रहता है। इसलिये simple sentences को जोड़कर उन्हें एक complex sentence बनाने समय हममें एक ही Principal Clause रखें और अन्य वाक्यों को Subordinate Clause बना कर दे दें।

Subordinate Clause तीन प्रकार के होते हैं—(1) Noun Clause, (2) Adjective Clause और (3) Adverb Clause. ये तीनों प्रकार के Subordinate Clauses *Relative Pronoun*, *Relative Adverbs* या *Subordinate Conjunctions* में प्रारम्भ होते हैं, जिनमें ये प्रथम हैं—*that*, *who*, *which*, *what*, *because*, *since*, *so that*, *in order that*, *as*, *as if*, *as soon as*, *though*, *although*, *before*, *after*, *if*, *when*, *where*, *till*, *until* इत्यादि। किन्तु Subordinating Conjunction का प्रयोग कहीं या कब होता है या (दूसरे स्थानों में) कब और कहीं Noun Clause या Adjective Clause या Adverb Clause का प्रयोग करना दिखे हुए वाक्यों को complex sentence बनाया जाता है, यह जानने के लिये हम ही निर्णय करना है।

## How to use Adverb Clause

Rule I. यदि वाक्यों के बटने पर ऐसा माग्युन हो कि उनके बीच cause (कारण), condition (शर्त), contrast (विरोध) या comparison (तुलना) का सम्बन्ध है, तो Adverb Clause के द्वारा वाक्यों को जोड़ना चाहिए। इन उदाहरणों को देखें—

He succeeded. He laboured hard.

= He succeeded *because* he laboured hard.

He has been very unfortunate. He is always cheerful.

= *Though* he has been very unfortunate, he is always cheerful.

He is a clever boy. No other boy in the class is more clever.

= No other boy in the class is cleverer *than* he is.

You must sign your name. He will then agree to your terms.

= He will agree to your terms, *if* you sign your name.

Men may sow much or little. They will reap accordingly.

= Men will reap *according as* they sow much or little.

You have treated me in a certain way. I will treat you in the same way.

= I will treat you *as* you have treated me.

I must have your receipt. I will then consent to pay the money.

= I must have your receipt *before* I consent to pay the money.

इन वाक्यों को Adverb Clauses के द्वारा जोड़कर complex sentences बनाये गये हैं। पहले दो वाक्यों में cause का सम्बन्ध है। इसलिए उन्हें *because* के द्वारा जोड़ा गया है। दूसरे दो वाक्यों के बीच contrast का सम्बन्ध है और तीसरे दो वाक्यों के बीच comparison का। अतः दूसरे वाक्यों को *though* के द्वारा और तीसरे वाक्यों को *than* के द्वारा जोड़ा गया है। चौथे दो वाक्यों में condition का बोध होता है। इसलिए उन्हें *if* के द्वारा जोड़ा गया है। पाँचवें और छठे वाक्यों में *manner* बतलाया गया है। इसलिए उन्हें *according as* तथा *as* के द्वारा जोड़ा गया है। सातवें दो वाक्यों में time का बोध होता है। अतः यहाँ *before* का प्रयोग हुआ है। आप वाक्यों के अर्थ को ठीक समझें और सर्वाधिक Subordinating Conjunction का प्रयोग कर (अर्थात् Adverb Clauses के द्वारा) उन्हें complex sentences के रूप में ले लें।

## How to use Adjective Clause

Rule II. Adjective Clause के द्वारा जो simple sentences को जोड़ कर एक complex sentence बनाया जाता है। यदि पहले वाक्य में किसी व्यक्ति या वस्तु को बताने के लिए और अन्य वाक्यों में उसी के गुणों पर प्रकाश डाला जाय, तो Adjective Clause बनाने के लिए *who*, *which*, *that*, *when* या *where* का प्रयोग होता है; जैसे—

I suffered *anxiety*. The *anxiety* was extreme.

= The *anxiety that* I suffered was extreme.

यहाँ पहले वाक्य में *anxiety* के विषय में कहा गया है और दूसरे में उसी पर और प्रकाश डाला गया है। इसलिए उन्हें Adjective Clause के प्रयोगों द्वारा जोड़ा गया है। एक उदाहरण और लें—

A small house stood at the foot of the hill. We stayed *there* for the night.

यहाँ पहले वाक्य में house को चर्चा हुई है और दूसरे में वही पर प्रकाश डाला गया (We stayed *there* for the night) : इसलिये इसे भी Adjective Clause के रूप में मानकर जोड़ना चाहिए—

We stayed for the night at a small house *which* stood at the foot of the hill.

इस वदार्थक और लै—

He had received a good *education*. *This* raised him above many men.

= The good education *that* he had received raised him above many men.

That is the house. He was born *there*.

= That is the house *where* he was born.

This is the book. I wanted to buy *it*.

= This is the book *that* I wanted to buy.

Daniel came alive out of the *den*. In *that den* lions were kept.

= Daniel came alive out of the den in *which* lions were kept.

I went down a *footpath*. At the end of the *footpath* there was a chasm. The depth of the *chasm* was about twenty feet. The *dead body* of a man was lying there. A faithful dog was still seated by *its side*.

= I went down a footpath, at the end of *which* there was a chasm about twenty feet deep, with the dead body of a man lying there, and a faithful dog still seated by its side.

Note— Who, which, that इत्यादि के द्वारा जब Adjective Clause बनाया जाता है, तब इनका बर्तन हिन्दो में कोई भी देखा नन्द होता है जो 'ज' से आरम्भ होता है: जैसे— 'जो', 'जिस' आदि। विशेष जानकारी के लिये Analysis के अध्याय को देखें।

### How to use Noun Clause

Rule III. Noun Clause को सहायता से भी बहुत-से simple sentences को जोड़कर एक complex sentence बनाया जाता है। यदि पहले वाक्य में दिये गये fact या statement को दूसरे वाक्य में स्वीकार या अस्वीकार (affirm or deny) किया जाय तो जैसे वाक्यों को Noun Clause के द्वारा जोड़ा जाता है। Noun Clause बनाने के लिए साधारणतया that, who, which, what, when या where का प्रयोग होता है: जैसे—

Perhaps better luck is in store for us. We *hope so*.

= We hope *that* better luck may be in store for us.

यहाँ पहले वाक्य में एक बात (statement) कही गयी है और दूसरे में उसे स्वीकार किया गया है। इसलिये Noun Clause के द्वारा इन्हें जोड़कर complex sentence बनाया गया है। एक वाक्य और लै—He was innocent. That was the verdict

of the judge. यहाँ भी पहले वाक्य के statement को दूसरे में स्वीकार किया गया इसलिए, इसे Noun Clause द्वारा इस प्रकार जोड़ना चाहिए—

The verdict of the judge was *that* he was innocent.

इन उदाहरणों को भी देखें—

He is honest. I do not doubt it.

= I do not doubt *that* he is honest.

He will come today. I am sure of it.

= I am sure *that* he will come today.

You have acted wrongly. I believe so.

= I believe *that* you have acted wrongly.

A lazy man injures no one but himself. This is not true.

= It is not true *that* a lazy man injures no one but himself.

Someone has been making a great noise. I should like to know the person.

= I should like to know *who* has been making a great noise.

The messenger told us something about that matter. I heard

= I heard *what* the messenger told us about that matter.

Your hopes about your son's future may or may not be fulfilled. Time alone will show.

= Time alone will show *whether* your hopes about your son's future will be fulfilled or not.

Note (a)—Who, which, that इत्यादि के द्वारा जब Noun Clause बनाया जाता है तो इनका सर्व हिन्दो में कोई ऐसा शब्द होता है जो 'क' से आरम्भ होता है; जैसे—'कि', 'कौन', 'जब' इत्यादि।

Note (b)—If या whether के द्वारा भी Noun Clause बनाया जाता है इसका सर्व 'कि नहीं' होता है; जैसे—

I do not know if (*whether*) he is ill.

यहाँ if (*whether*) he is ill एक Noun Clause है।

Note—(a) और (b) के सम्बन्ध में विशेष जानकारी के लिए आप Analysis अध्याय को अवश्य पढ़ें।

#### IV. HOW TO COMBINE SIMPLE SENTENCES INTO A MIXED SENTENCE

Mixed sentence में कम-से-कम दो Principal Clauses रहते हैं और कम-से-कम एक Subordinate Clause. आप इस नियम को सदा याद रखें—

Simple sentence—One Principal Clause.

Compound sentence—At least two Principal Clauses.

Complex sentence—Simple + Subordinate Clause.

Mixed sentence—Compound + Subordinate Clause.

तो इससे यह स्पष्ट है कि *simple sentences* को एक *mixed sentence* बनाने के लिए आपको उन्हीं निवर्तों को सहायता देने पड़ेंगे जो *compound* और *complex sentences* के सम्बन्ध में बताये गये हैं। वाय *Co-ordinating* और *Subordinating Conjunctions* के द्वारा यह काम आसानी से कर सकते हैं, जिसको जहाँ चाहें ही हो गयी है।

### EXERCISES WORKED OUT

*Combine the following simple sentences into a complex or mixed sentence—*

1. The murder was proved. The judge then ordered the man to be executed. The man had been four days under trial.

=The murder having been proved, the judge ordered the man, who had been four days under trial, to be executed.

2. The supply of pasture often runs short. The nomads of Tartary then shift their abode. They search for new pasture elsewhere.

=When the supply of pasture runs short, the nomads of Tartary shift their abode in search of new pasture elsewhere.

3. We heard the sad news. We immediately started for the afflicted house. There we found the mourners.

=On hearing the sad news, we immediately started for the afflicted house, where we found the mourners.

4. They spoke in defence of their absent friend. They could not have spoken better.

=They could not have spoken better than they did in defence of their absent friend.

5. He behaved prudently under the circumstances. Few men would have acted so prudently.

=Few persons would have acted so prudently as he did under the circumstances.

6. Siraj-ud-daulah was defeated. He fled from the field of battle. His horse could not carry him more than a few miles. His horse was of the purest Arab blood.

=When Siraj-ud-daulah fled defeated from the field of battle, his horse, though it was of the purest Arab blood, could not carry him more than a few miles.

7. His difficulties become greater and greater. He shows more and more energy.

=The greater his difficulties, the more energy he shows.

8. I will visit your house in June next. You have frequently asked me to do so. I will not disappoint you any longer.

=I will visit your house in June next, as you have frequently asked me to do; and I will not disappoint you any longer.

9. Richard I, King of England, was seized with remorse. I had rebelled against his father. The father at that time was an old man. He was much attached to all his sons.

=Richard I, King of England, was seized with remorse for having rebelled against his father, who was at that time an old man and much attached to his sons.

10. I am very sorry. He has lost all hope. He has given up his work. He worked hard last year. He has excellent abilities.

=I am very sorry that he has lost all hope and given up his work for he worked hard last year, and has excellent abilities.

11. I left him to his fate. He persisted in refusing help. I offered him help on all occasions. On such occasions he needed it.

=I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

12. The ships were in the greatest danger. They had not been sufficiently warned. A violent storm was rising. Yesterday the wind was calm.

=The ships were in the greatest danger, as they had not been sufficiently warned; for a violent storm was rising, though yesterday the wind was calm.

13. He is attacked unjustly. He is blamed for serious faults. He has not been guilty of such faults. He becomes for this reason very much vexed.

=He becomes very much vexed at being unjustly attacked and blamed for serious faults, of which he has not been guilty.

14. The prince cannot increase his forces. He must first raise the money. He cannot pay his men without this. He cannot without this induce them to fight cheerfully for his cause.

=Before he can increase his forces, the prince must first raise money, without which he cannot pay his men or induce them to fight cheerfully for his cause.

15. You may still perhaps succeed in your object. You must persevere steadily. Success is impossible without this.

=If you are to succeed in your object, you must persevere steadily; for without this success is impossible.

16. We expostulated with him. He would not yield. He kept to his own purpose. This purpose was certain to work much mischief.



तो हमसे यह स्पष्ट है कि simple sentences को एक mixed sentence के लिए आकार देकर जिसमें जो मिलाया वेनी पड़ेगी वो compound और compound sentences के सम्बन्ध में बताये गये हैं। अब Co-ordinating और Subordinating Conjunctions के द्वारा यह काम आसानी से कर सकते हैं, जिसको चर्चा करते हैं।

### EXERCISES WORKED OUT

*Combine the following simple sentences into a complex mixed sentence—*

1. The murder was proved. The judge then ordered the man to be executed. The man had been four days under trial.

= The murder having been proved, the judge ordered the man who had been four days under trial, to be executed.

2. The supply of pasture often runs short. The nomads of Tartary then shift their abode. They search for new pasture elsewhere.

= When the supply of pasture runs short, the nomads of Tartary shift their abode in search of new pasture elsewhere.

3. We heard the sad news. We immediately started for the afflicted house. There we found the mourners.

= On hearing the sad news, we immediately started for the afflicted house, where we found the mourners.

4. They spoke in defence of their absent friend. They could not have spoken better.

= They could not have spoken better than they did in defence of their absent friend.

5. He behaved prudently under the circumstances. Few men would have acted so prudently.

= Few persons would have acted so prudently as he did under the circumstances.

6. Siraj-ud-daulah was defeated. He fled from the field of battle. His horse could not carry him more than a few miles. His horse was of the purest Arab blood.

= When Siraj-ud-daulah fled defeated from the field of battle, his horse, though it was of the purest Arab blood, could not carry him more than a few miles.

7. His difficulties become greater and greater. He shows more and more energy.

= The greater his difficulties, the more energy he shows.

8. I will visit your house in June next. You have frequently asked me to do so. I will not disappoint you any longer.

= I will visit your house in June next, as you have frequently asked me to do; and I will not disappoint you any longer.

9. Richard I. King of England, was seized with remorse. He had rebelled against his father. The father at that time was an old man. He was much attached to all his sons.

= Richard I., King of England, was seized with remorse for having rebelled against his father, who was at that time an old man and much attached to his sons.

10. I am very sorry. He has lost all hope. He has given up work. He worked hard last year. He has excellent abilities.

= I am very sorry that he has lost all hope and given up work; for he worked hard last year, and has excellent abilities.

11. I left him to his fate. He persisted in refusing help. I offered him help on all occasions. On such occasions he needed it.

= I left him to his fate, as he persisted in refusing the help which I offered him whenever he needed it.

12. The ships were in the greatest danger. They had not been sufficiently warned. A violent storm was rising. Yesterday the wind was calm.

= The ships were in the greatest danger, as they had not been sufficiently warned; for a violent storm was rising, though yesterday the wind was calm.

13. He is attacked unjustly. He is blamed for serious faults. He has not been guilty of such faults. He becomes for this reason very much vexed.

= He becomes very much vexed at being unjustly attacked and blamed for serious faults, of which he has not been guilty.

14. The prince cannot increase his forces. He must first raise the money. He cannot pay his men without this. He cannot without this induce them to fight cheerfully for his cause.

= Before he can increase his forces, the prince must first raise money, without which he cannot pay his men or induce them to fight cheerfully for his cause.

15. You may still perhaps succeed in your object. You must persevere steadily. Success is impossible without this.

= If you are to succeed in your object, you must persevere steadily; for without this success is impossible.

16. We expostulated with him. He would not yield. He kept to his own purpose. This purpose was certain to work much mischief.

= He would not yield to our expostulations, but kept to his own purpose which was certain to work much mischief.

17. He puts on a grave face. At heart he is a foolish fellow. No one trusts him. He has disappointed us a hundred times already.

= Though he puts on a grave face he is at heart a foolish fellow, and no one trusts him; for he has disappointed us a hundred times already.

18. I have devoted my life to teaching. To a man in my position there is something exciting in finding himself in sight of an ancient university. This is a fact.

= It is a fact that I have devoted my life to teaching, and that to a man in my position there is something exciting in finding himself in sight of an ancient university.

19. The next two months were most pleasantly spent in this lovely island. During that time we made many friends amongst the planters. We also enjoyed their hospitality. They are noted for being hospitable.


= The next two months were most pleasantly spent in this lovely island; for during that time we made many friends among the planters, and enjoyed the hospitality for which they are noted.

20. Henceforth Axel's progress in his studies was surprising. In comparison with other boys he could devote little time to them. Considering this fact his progress was indeed surprising.

= Henceforth Axel's progress in his studies was indeed surprising, considering how little time he could devote to them in comparison with other boys.

21. Mr. Merriman left the cottage. He crossed the river. He returned almost immediately. He was accompanied by five Dyaks. He had met them in the Chinese quarter. They had arrived there with a boat-load of commodities collected from the jungle.

= Mr. Merriman left the cottage, and after crossing the river he returned almost immediately, accompanied by the five Dyaks whom he had met in the Chinese quarter, and who had arrived there with a boat-load of commodities collected from the jungle.

22. Marsupials are a kind of animal. They have pouches for carrying their young. They were once scattered all over the world. Most of them have long since become extinct. The survivors are thus  

 ned to two quarters of the globe. One quarter is Australia. Here  
 - find kangaroos, wombats, etc. The other quarter is a limited

portion of America. Here we find only one small group. This group is the opossums.

= Marsupials, a kind of animal that has pouches for carrying its young, were once scattered all over the world; but as most of them have long since become extinct, the survivors are now confined to two quarters of the globe,—Australia, where we find kangaroos, wombats, etc; and a limited portion of America, where we find the small group called opossums.

23. In the opossums the pouch is very small. It is thus useless as a receptacle for the little ones. The mother carries them on her back. The mother carries as many as a dozen. Their tails are lashed round hers.

= In the opossums the pouch is too small to be of any use as a receptacle for their little ones; the mother therefore carries them on her back, sometimes a dozen at a time, with their tails lashed round hers.

24. In former times there was a class of persons. They were called knights-errant. They were clad in coats of mail. They rode about singly. One object was to fight with each other at tournaments. The other object was to redress the wrongs of persons. These persons sought their assistance.

= In former times there was a class of persons called knights-errant, who were clad in coats of mail and rode about singly with the object either of fighting with each other at tournaments or of redressing the wrongs of those who sought their assistance.

25. In those times two strong and warlike knights came from opposite directions. They met at a certain place. In that place a statue was erected.

= In those times two strong and warlike knights, coming from opposite directions, met at a certain place, where a statue was erected.

26. In the arm of the statue was a shield. One side of the shield was of iron. The other was of brass. The two knights approached the statue from opposite quarters. Each saw only one side of the shield.

= In the arm of the statue was a shield, one side of which was of iron and the other of brass; but as the two knights approached the statue from opposite quarters, each saw only his own side of the shield.

27. They immediately fell into conversation in regard to the statue before them. One declared that the shield was made of iron

The other corrected him. It was made of brass according to his assertion.

= They immediately fell into conversation in regard to the statue before them, one declaring that the shield was made of iron, while the other, correcting him, asserted that it was made of brass.

28. Two persons sometimes attempt to decide a dispute by fighting. One man may be right on the disputed question. The other may be wrong. To settle such a question by fighting is very absurd. You will think so.

= You will think it very absurd that two persons should attempt to settle by fighting who is right and who is wrong.

29. But persons may be ignorant. They may be proud. They may be conceited. Among such people that mode of settlement has been a common practice in the history of mankind. A long and furious combat now ensued between the two knights. They fought earnestly over this petty question. They would not have fought more earnestly for their lives or honour.

= But among ignorant, proud, and conceited persons that mode of settlement has been a common practice in the history of mankind so a long and furious combat between the two knights ensued, and; they fought as earnestly over this petty question as they would have fought for their lives or their honour.

30. They had fought for a long time. Both were at last exhausted. Both were unhorsed. Both lay bleeding on the ground. They then found out something new. It surprised and vexed them greatly. The sides of the shield were of different metals. They might have saved themselves the trouble of quarrelling and wounding each other for nothing. But they had not taken the trouble at first to look at both sides of the shield.

= At last, after fighting for a long time, both were exhausted, and lay unhorsed and bleeding on the ground; when they found, greatly to their surprise and vexation, that the sides of the shield were of different metals, and that they might have saved themselves the trouble of quarrelling and wounding each other for nothing, if they had taken the trouble at first to look at both sides of the shield.

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एतः inverted commas के अन्तर्गत Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। फिर 'he' का प्रयोग है और 'my' के लिए this का। एतः 'you' Objective Case में है। 'was you' का मेरे द्वारा प्रयोग है।

## II. CHANGE OF TENSE

1. रिपोर्टिंग Verb Present or Future Tense में है, रिपोर्ट  
Speech में Verb की Tense बदलनी पड़ेगी, यह—

Ram says, "I shall go/went."

Ram says that he will go/went.

Ram will say, "I go/shall go."

Ram will say that he goes/will go.

[illegible]

Reported Speech at Future Tense (shall go) at Past Tense (went)

Indirect Narration में यह कहा है : इस तरह की वाक्य की रिपोर्टिंग Verb

Future Tense में यह कालीन Reported Speech में Present Tense में यह

Future Tense (shall go) की सहायता से प्रश्न पूछें ।

2. 4th Reporting Verb Past Tense & 4th Reported Speech and

—पुण्ड्रिक पुरातनसे भिन्न भिन्न

He said, "I will go."

He said that he would go.

He said, "I am not a Jew."

He said that he was going.

He said, "I have come."

He said that he had gone.

He said, "I have been wrong."

He said that he had been going.

in all articles & Reporting Verbs (and Past tense & I, Report

INVERTED COMINGS AND GOINGS WITH PRESENT CLOSE & 4

Corresponding Author: [Rajesh.Kumar@univ-bordeaux.fr](mailto:Rajesh.Kumar@univ-bordeaux.fr)

Present Income—Past Income %

Present Imperfect—Past Imperfect 4.

Perfect Combustion 3.

3. *afz* Reported Verb Past Tense 3 m Reported Speech m

It Verb Past Tense 3rd =

一、

Ram said, "The train reached late."

Ram said that the train had reached late.

यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'you' Objective Case में है। अतः you को me में बदल दिया गया है।

## II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ज्यों-का-त्यों रहता है, जैसे—

Ram says, "I *shall go*/went."

Ram says that he *will go*/went.

Ram will say, "I *go*/shall go."

Ram will say that he *goes*/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदलता है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) और Future Tense (shall go) को ज्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I *will go*"

He said that he *would go*.

He said, "I *am going*."

He said that he *was going*.

He said, "I *have gone*."

He said that he *had gone*.

He said, "I *have been going*."

He said that he *had been going*.

एक सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इस inverted commas के भीतर जितने Future और Present Tense की क्रियाएँ हैं, corresponding Past Tense में बदल गयी हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous—Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech की Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदलता है, जैसे—

Ram said, "The train *reached late*."

Ram said that the train *had reached late*.





यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'O' Objective Case में है। अतः you को me में बदल दिया गया है।

## II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ब्यों-का-स्थो रहना है, जैसे—

Ram says, "I *shall go*/went."

Ram says that he *will go*/went.

Ram will say, "I *go*/shall go."

Ram will say that he *goes*/will go.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) Future Tense (shall go) को ब्यों-का-स्थो रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I *will go*."

He said that he *would go*.

He said, "I *am going*."

He said that he *was going*.

He said, "I *have gone*."

He said that he *had gone*.

He said, "I *have been going*."

He said that he *had been going*.

इन सभी वाक्यों में Reporting Verb (said) Past Tense में है। इस inverted commas के भीतर निम्नो Future और Present Tense को क्रियाई Past corresponding Past Tense में बदल गये हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech की Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल गये हैं, जैसे—

Ram said, "The train *reached late*."

Ram said that the train *had reached late*.



यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'y' Objective Case में है। अतः you को me में बदल दिया गया है।

## II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ब्यों-का-त्यों रहता है, जैसे—

Ram says, "I *shall go/went*."

Ram says that he *will go/went*.

Ram will say, "I *go/shall go*."

Ram will say that he *goes/will go*.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इस Reported Speech का Future Tense (shall go) और Past Tense (went) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (go) Future Tense (shall go) को ब्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I *will go*."

He said that he *would go*.

He said, "I *am going*."

He said that he *was going*.

He said, "I *have gone*."

He said that he *had gone*.

He said, "I *have been going*."

He said that he *had been going*.

इन सभी उदाहरणों में Reporting Verb (said) Past Tense में है। इसी inverted commas के भीतर मिलाने Future और Present Tense की क्रियाएँ हैं corresponding Past Tense में बदल गयी हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech भी Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल जाता है, जैसे—

Ram said, "The train *reached late*."

Ram said that the train *had reached late*.

## GENERAL RULES

General rules उन नियमों को कहते हैं जो प्रत्येक प्रकार के वाक्य के साथ लागू होते हैं। Inverted commas के भीतर किसी भी प्रकार का वाक्य क्यों न हो, इन नियमों को सहायता देने की पद्धति है। इन नियमों को हम तीन भागों में इस प्रकार बाँट सकते हैं—

1. Change of Person
2. Change of Tense
3. Change of other Parts of Speech

## I. CHANGE OF PERSON

Direct Narration को Indirect में बदलने पर inverted commas के भीतर जिन्हें Persons (first, second और third) रहते हैं वे इस निदम के अनुसार बदल जाते हैं—

SON, जिसे आप Son Formula भी कह सकते हैं।

यहाँ S का अर्थ है Subject; O का Object और N का None वा No change. इसके अनुसार inverted commas के भीतर जो First Person (I, my, we, our, me, us) रहता है वह Reporting Verb के Subject के Persons के अनुसार बदल जाता है, जैसे—

*Ram told me, "I shall do my work."*

*Ram told me that he would do his work.*

यहाँ Reporting Verb 'told' का Subject है Ram जो Third Person है। इसलिए inverted commas के भीतर जो First Person (I और my) है वह Third Person में बदल गया है। इस प्रकार यदि inverted commas के भीतर Second Person (you, your आदि) रहे तो वह Reporting Verb के Object के अनुसार बदल जाता है, जैसे—

*Ram told me, "You should do your work."*

*Ram told me that I should do my work.*

यहाँ Reporting Verb 'told' का Object है me जो First Person में है। इसलिए inverted commas के भीतर जो Second Person (you और your) है वह First Person में बदल गया है। यदि inverted commas के भीतर Third Person (he, she आदि) रहे, तो वह वगैरे-वा-वगैरे रहता है; उनमें कोई परिवर्तन नहीं होता, जैसे—

*Ram told me, "He will do his work."*

*Ram told me that he would do his work.*

यहाँ inverted commas के भीतर Third Person है। इसलिए हमने कोई परिवर्तन नहीं किया। तो संक्षेप में आप इस निदम को इस प्रकार याद रखें—

*First Person is changed into Subject.*

*Second Person is changed into Object.*

*Third Person requires No change.*

Note— Person के बदलने पर उसका Number और Case भी रहता है जो inverted commas के भीतर रहता है, जैसे—

*He told me, "I shall try my best to help you."*

*He told me that he would try his best to help me.*

यहाँ inverted commas के भीतर 'I' Nominative Case और Singular Number में है। फिर 'my' Possessive Case और Singular Number में है। इसलिए I के लिए he का प्रयोग हुआ है और my के लिए his का। इसी प्रकार 'you' Objective Case में है। अतः you को me में बदल दिया गया है।

## II. CHANGE OF TENSE

1. यदि Reporting Verb Present या Future Tense में रहे, तो Reported Speech के Verb का Tense ब्यों-का-त्यों रहता है, जैसे—

Ram says, "I *shall go/went*."

Ram says that he *will go/went*.

Ram will say, "I *go/shall go*."

Ram will say that he *goes/will go*.

यहाँ पहले वाक्य में Reporting Verb 'says' Present Tense में है। इसलिए Reported Speech का Future Tense (*shall go*) और Past Tense (*went*) Indirect Narration में नहीं बदला है। इसी प्रकार तीसरे वाक्य में Reporting Verb Future Tense में है और इसलिए Reported Speech के Present Tense (*go*) और Future Tense (*shall go*) को ब्यों-का-त्यों रख दिया गया है।

2. यदि Reporting Verb Past Tense में हो और Reported Speech का Verb Present या Future Tense में, तो वह Present या Future Tense corresponding Past Tense में बदल जाता है, जैसे—

He said, "I *will go*."

He said that he *would go*.

He said, "I *am going*."

He said that he *was going*.

He said, "I *have gone*."

He said that he *had gone*.

He said, "I *have been going*."

He said that he *had been going*.

इन सभी बदलावों में Reporting Verb (said) Past Tense में है। इसलिए inverted commas के भीतर जितनी Future और Present Tense को क्रियार्थ है वे corresponding Past Tense में बदल गयी हैं—

Present Indefinite—Past Indefinite में,

Present Imperfect—Past Imperfect में,

Present Perfect—Past Perfect में और Present Perfect Continuous—Past Perfect Continuous में।

3. यदि Reporting Verb Past Tense में हो और Reported Speech का Verb Past Tense में, तो—

(a) Reported Speech का Past Indefinite, Past Perfect में बदल जाता है, जैसे—

Ram said, "The train *reached late*."

Ram said that the train *had reached late*.

(b) Reported Speech का Past Imperfect, Past Perfect Continuous में बदल जाता है; जैसे—

Ram said, "The boy *was reading*."

Ram said that the boy *had been reading*.

(c) Reported Speech का Past Perfect और Past Perfect Continuous वही-का-वही रह जाता है।

Note—कभी यह बताया गया है कि यदि Reporting Verb Past Tense में हो, तो Reporting Speech का Verb Past Tense में बदल जाता है; पर इस नियम का एक अपवाद भी है जो बहुत महत्वपूर्ण है—

यदि inverted commas के भीतर कोई ऐसा कथन हो जिसमें habitual or universal truth का बोध हो, तो Reporting Verb के Past Tense में रहने पर भी Reported Speech के Verb का Tense कभी नहीं बदलता; जैसे—

The teacher said, "The earth *is* round."

The teacher said that the earth *is* round.

He said, "*Honesty is* the best policy."

He said that honesty *is* the best policy.

The preacher said, "Man *proposes* and God *disposes*."

The preacher said that man *proposes* and God *disposes*.

इस सम्बन्ध में यह रखें कि inverted commas के भीतर जो Proverbs (हुआरे) रहते हैं उनमें भी universal truth का बोध होता है और इसलिए ऐसे वाक्यों के Verbs के भी Tense नहीं बदलते; जैसे—

He remarked, "A bad carpenter *quarrels* with his tools."

He remarked that a bad carpenter *quarrels* with his tools.

I said, "Birds of a feather *flock* together."

I said that birds of a feather *flock* together.

### III. CHANGE OF OTHER PARTS OF SPEECH

जब Reporting Verb Past Tense में रहता है, तब Reported Speech के केवल Verb का Tense ही नहीं बदलता, बल्कि Reported Speech में (inverted commas के भीतर) जिसमें भी निकटता-सूचक (expressing nearness) Adjectives, Adverbs और Verbs रहते हैं, वे सब-के-सब दूरी-सूचक (expressing distances) रूपों में बदल जाते हैं; जैसे—

This	into	That	To-day	into	That	day
These	"	Those	Tomorrow	"	Next	day
Here	"	There	Yesterday	"	Previous	day
Hither	"	Thither	Last night	"	"	night
Now	"	Then	Come	"	Go	
Thus	"	So	Ago	"	Before	
Hence	"	Thence				

Note—इस सम्बन्ध में यह बात ध्यान देने योग्य है कि यदि Reported Speech में प्रयोग किये गये Adjective या Adverb से ऐसा माहौल पड़े कि वे चीजें वक्ता के साथ या

सामने है, तो उस हालत में निकटता-सूचक शब्दों को दूरी-सूचक शब्दों में नहीं बदला जाता है; जैसे—

Ram said, "This is my pen."

Ram said that *this* was his pen.

यहाँ *this* को *my*-का-स्वों रख दिया गया है; इसे *that* में बदला नहीं गया, क्योंकि यहाँ जिस भी pen की चर्चा हुई है, वह बर्फा (राम) के सामने है।

Reported Speech में किसी भी प्रकार का वाक्य क्यों न हो, ये तीनों general rules हर हालत में लागू होते हैं।

## SPECIAL RULES

अब हमें special rules पर विचार करना है जो भिन्न-भिन्न प्रकार के वाक्यों के लिए भिन्न-भिन्न हैं। यदि inverted commas के भीतर Assertive sentence रहे, तो एक प्रकार के नियम की आवश्यकता होती है और यदि Imperative रहे, तो दूसरे प्रकार के नियम की। अगर inverted commas के अन्दर Interrogative sentence हो, तो एक तीसरे प्रकार के नियम लगादे जाने हैं और Exclamatory के लिए चौथे प्रकार के। तो हमसे यह स्पष्ट है कि special rules लगा कर Direct को Indirect में बदलने के पहले हम यह अवश्य समझ लें कि inverted commas के अन्दर किस प्रकार का वाक्य है। इसकी पहचानने में कोई खास कठिनाई नहीं होती, क्योंकि वाक्य के अर्थ की समझ कर और फिर विराम-चिह्न (punctuation marks) को देखकर हम आसानी से कह सकते हैं कि अतुल्य वाक्य किस प्रकार का है। Interrogative sentence से परम या बोध होता है और वाक्य के अन्त में प्रश्नवाचक चिह्न (Note of Interrogation) आता है; जैसे—

Are you ill?

इसी प्रकार, Imperative sentence से आज्ञा, प्रार्थना या परामर्श (order, request, advice या proposal) का बोध होता है; जैसे—

Go there. Please help me. Let us go.

Assertive sentence की पहचानने में तो कठिनाई नहीं होती, क्योंकि ऐसे वाक्यों से यह स्पष्ट कलकता है कि कोई बात सीधे रूप से हाँ या ना (affirmative या negative) में कही गयी है; जैसे—

You are a good man.

You are not a good man.

इन वाक्यों से न तो परम का भाव कलकता है और न आज्ञा या प्रार्थना का ही। Optative और Exclamatory sentence को भी पहचानना कठिन नहीं, क्योंकि Optative से option (इच्छा) का बोध होता है। यदि वाक्य से अभिशाप (curse) या आशीर्वाद (blessing) आदि प्रकार की अच्छी या बुरी इच्छाओं का बोध हो, तो उसे Optative समझना चाहिए; जैसे—

May you live long!

May he die!

A plague split you!

यदि वाक्यों से हर्ष-उत्साह, शोक-संतान या आश्चर्य-हृषा आदि प्रकार की आन्तरिक प्रबल भावनाओं का बोध हो, तो उन्हें Exclamatory sentence कहा जाता है; जैसे—



Alas ! he is dead.

Hurrah ! we are victorious.

इस प्रकार inverted commas के भीतर मिलने वाले वाक्य हों उन्हें ठीक से पहचान कर आप Special Rules का प्रयोग करें जिसकी चर्चा अब हम विस्तारपूर्वक करेंगे :

## 1. ASSERTIVE SENTENCES

Rule I. Assertive sentence को बदलने का एक ही special rule है और वह यह है कि आप inverted commas ("...") को that में बदल दें, जैसे—

Ram told me, "I shall help you as far as I can."

Ram told me *that* he would help me as far as he could.

यहाँ special rule के अनुसार inverted commas को that में बदल दिया गया है। अन्य परिवर्तन (Tense और Person के) तो general rules के अनुसार किये गये हैं।

Note (a)—यदि inverted commas के अन्दर कोई व्यक्तिवाचक संज्ञा (Proper Noun) सम्बोधन कारक (Case of Address) में रहे तो वही संज्ञा को Reporting Verb का या Reporting Verb के बाद जाने वाले Preposition का Object बना देना चाहिए और तब उस वाक्य को Direct से Indirect में बदलना चाहिए, जैसे—

The teacher said, "Ram, I am pleased with you."

The teacher said to Ram (told Ram) that he was pleased with him.

यहाँ Ram सम्बोधन कारक में है और इसलिए इसको वाक्य से हटा कर Reporting Verb का Object बना दिया गया है। इस वाक्य का यह परिवर्तन—

The teacher said that, Ram, he was pleased with him—बहुद्द है।

यहाँ Ram को said के ठीक बाद और that के ठीक पहले रखना चाहिए। आप देखेंगे कि ऐसे शब्दों का स्थान that के पहले रहता है, बाद में कभी नहीं।

Note (b)—यदि inverted commas के अन्दर कोई Term of Address (सम्बोधन के शब्द) जैसे—friend, father, brother, gentlemen, ladies इत्यादि Common Noun आये, तो इन शब्दों के पहले addressed as जोड़ कर उन्हें Reporting Verb के पहले रख दें और तब Direct को Indirect में बदल दें, जैसे—

The President said, "Ladies and gentlemen, I should thank you all...."

The President *addressed* (the public) *as* ladies and gentlemen and said that he should thank them all....

यदि हम ladies and gentlemen को that के बाद रखने, तो उनके लिए यह स्थान उपयुक्त नहीं होता।

Note (c)—यदि inverted commas के अन्दर O, Well, You, See इत्यादि प्रकार के शब्द सम्बोधन के लिए प्रयोग किये जायें, तो सबसे आसान तरीका यह है कि आप उन्हें हटा दें, क्योंकि उनको बिल्कुल ही छोड़ दें, जैसे—

The teacher said, "Well, Mohan, I shall punish you."

The teacher said to Mohan that he would punish him.

यहाँ Well का बिलकुल लोप हो गया, पर इससे वाक्य के अर्थ पर कुछ भी आपात नहीं पहुँचता। वास्तव में, ऐसे शब्द निरर्थक होते हैं, क्योंकि बोलने के सिलसिले में ये यों ही प्रयुक्त हो जाते हैं। इसलिए, ऐसे शब्दों को हटा देने में कोई हर्ज नहीं।

Note (d)—यदि inverted commas के अन्दर स्वागत या विदार्थ, welcome or farewell (जैसे good morning, good night) आदि प्रकार के शब्द आँ, तो Idiom के अनुसार इनके पहले bid या bade जोड़ कर उन्हें Reporting Verb के पहले रख देना चाहिए; that के बाद नहीं, जैसे—

My friend said to me, "Good morning. I am happy to see you."

My friend bade me good morning and said that he was happy to see me.

Note (e)—यदि inverted commas के बीच एक से अधिक Assertive Sentence रहें, तो उन्हें and से जोड़ देना चाहिए या further added आदि का प्रयोग कर सभी वाक्यों को मिला देना चाहिए, क्योंकि बार-बार say या tell का प्रयोग करने पर वाक्य बड़ा हो सकता है, जैसे—

The king said, "It is enough. My mother is yet alive. I will go and see her before I die".

The king said that it was enough; that his mother was yet alive; and that he would go and see her before he died.

यहाँ inverted commas के अन्दर तीन वाक्य हैं जो Assertive हैं और इसलिए Indirect Narration में तीनों ही को एक वाक्य बना दिया गया है। यही कारण है कि यहाँ and का प्रयोग दुबारा है। यहाँ इसका Indirect form इस प्रकार भी हो सकता है—

The king said that it was enough and that his mother was yet alive. He further added that he would go and see her before he died.

Note (f)—कुछ ऐसे भी Assertive sentence होते हैं जो अचूरे रहते हैं, खास कर किसी प्रश्न के उत्तर में जो Elliptical वाक्य कहे जाते हैं, जैसे—yes, no, very well, not at all इत्यादि। ऐसी अवस्था में प्रश्न के उत्तर का अर्थ समझाकर आप ऐसे वाक्यों को पूरा कर दें या उन्हें इस प्रकार बदल दें—replied in the affirmative या replied in the negative आदि, जैसे—

I asked him, "Are you ill?" He said, "Yes."

पहले वाक्य पर हमलोग Interrogative Sentence के सिलसिले में विचार करेंगे, पर दूसरे वाक्य को इन प्रकारों से बदला जा सकता है—

He said (replied) that he was ill या He replied in the affirmative.

यहाँ Yes का पूरा अर्थ है—He was ill.

## II. INTERROGATIVE SENTENCES

Rule I. Reporting Verb को ask या enquire में बदल दें।

Rule II. यदि Interrogative sentence का उत्तर सिर्फ yes या no में दिया जा सके, तो inverted comma को if या whether में बदल दें, पर यदि ऐसा सम्भव न हो, अर्थात् Interrogative sentence का उत्तर Yes या No न हो कर कोई और दूसरा

शब्द हो, वैसी हीला में inverted commas का सिर्फ़ लोप कर दें; if या whether का प्रयोग कभी भी मत करें।

**Rule III. Interrogative sentence को Assertive में बदल दें।** साधारणतया इसमें काफ़ी कठिनाई होती है। इसलिए हम यहाँ दो-एक बात कह देना उचित समझते हैं। जितने Interrogative sentences होते हैं वे एक प्रकार से दो भागों में बंटे जा सकते हैं—(1) जिनमें Auxiliary Verbs 'do' का प्रयोग होता है, और (2) जिनमें Auxiliary Verb 'do' का प्रयोग नहीं होता, वहाँ अन्य Verb, जैसे—*is, am, are, was, were, has, have, had, will, should, must, can, may* इत्यादि का प्रयोग होता है। जिन Interrogative sentences में Verb 'do' का प्रयोग होता है वे दो प्रकार के होते हैं—(a) जिनमें *not* लगा रहता है, जैसे—*do not, did not, does not*, और (b) जिनमें *not* नहीं लगा रहता। यदि Interrogative sentences में *do* के साथ *not* लगा रहे, तो ऐसे वाक्यों को इस प्रकार Assertive बनायें—Subject के बाद Verb को रख दें; जैसे—

Did he not go ? He did not go.

Does he not read ? He does not read.

Do you not laugh ? You do not laugh.

यदि Interrogative में *do* के साथ *not* नहीं आये तो जैसे वाक्यों को इस प्रकार Assertive में बदलें—Auxiliary Verb 'do' को विलुप्त करा दें; जैसे—

Do you go ? (Int.) You go. (Ass.)

Did he go ? (Int.) He went. (Ass.)

Does he go ? (Int.) He goes. (Ass.)

What do you want ? (Int.) What you want. (Ass.)

यदि Interrogative sentence में Verb 'do' का प्रयोग नहीं होकर अन्य Verbs (*is, have, will* इत्यादि) का प्रयोग हो, तो उन्हें इस प्रकार Assertive बनायें—Subject के बाद Verb को रख दें; जैसे—

Are you ill ? You are ill.

Where is he ? Where he is.

How will you go ? How you will go.

Can you do it ? You can do it.

इन सभी Interrogative sentences में पहले Verb आया है और इसके बाद Subject. इन्हें Assertive बनाने के लिए Subject को रख दिया गया है और उसके बाद Verb को। यह बहुत ही आसान है। आप सिर्फ़ Subject और Verb के स्थान को दायें से बायें कर दें, और वह तो सचमुच बायें हाथ का खेल हो है।

इन तीनों ही special rules की मदद से आप Interrogative sentence को Direct से Indirect में बदलें, जैसे—

Ram said to Shyam, "Will you help me ?"

Ram asked Shyam if he would help him.

यहाँ तीनों ही special rules लागू हुए हैं : (1) Reporting Verb (*said*) को *asked* में बदला गया है, (2) Inverted commas का *if* हो गया है, क्योंकि Interrogative 'Will you help me ?' का उत्तर सिर्फ़ 'हाँ' या 'ना' हो सकता है, और (3) Subject और Verb के स्थान को बदल कर Interrogative को Assertive में बदल दिया

गया है। Tense और Person के परिवर्तन तो general rules की सहायता से किये गये हैं। अब हम एक-दो उदाहरण और लें—

Mohan said to Sohan, "What do you want?"

Mohan asked Sohan what he wanted.

यहाँ Reporting Verb को तो asked में बदला गया है, पर inverted commas को if या whether में नहीं, क्योंकि इस Interrogative का उत्तर सिके हाँ या नहीं हो सकता। फिर हम Interrogative से do को हटा कर इसे Assertive बनाया गया है, क्योंकि यहाँ do के साथ not नहीं आया है। अन्य परिवर्तन भी general rules के अनुसार कर दिये गये हैं। अब एक उदाहरण और लें—

The teacher said to the student, "Why do you not read?"

The teacher asked the student why he did not read.

यहाँ Reporting Verb तथा inverted commas के परिवर्तन दूसरे उदाहरण की पॉलि हुए हैं पर Interrogative को Assertive बनाने में do का लोप नहीं हुआ। यहाँ पहले उदाहरण की तरह Subject को पहले रखा गया और उसके बाद Verb को, क्योंकि इस वाक्य में do के साथ not लगा हुआ है। यहाँ do को हटा देना अशुद्ध होता।

Note (a)—Interrogative sentence को Indirect में बदलने पर that का प्रयोग भूल कर भी मत करें। ऐसा तो Assertive sentence में ही होता है।

Note (b)—Inverted commas के अन्दर बहुत-से Interrogative sentences रहते पर उन्हें and से जोड़ें या further asked आदि उपयुक्त शब्दों का प्रयोग करें।

Note (c)—Assertive sentence के सम्बन्ध में जो कुछ Note (a) से (d) तक कहा गया है उसे साथ Interrogative sentences को भी Indirect Narration में एतन्वे समान ध्यान में रखें। उन्हीं नियमों से काम चल जाएगा। हाँ, say या tell के बदले हाँ ask या enquire का प्रयोग होना चाहिए।

### III. IMPERATIVE SENTENCES

Rule I. Reporting Verb को, जब के अनुसार, order, request, pray, suggest या advise में बदल दें।

Rule II. Inverted commas को तो में बदल दें।

Ram said to me, "Go there."

Ram ordered me to go there.

The doctor told me, "Take medicine in time."

The doctor advised me to take medicine in time.

I said to my father, "Please give more money."

I requested my father to give more money.

Note (a)—Inverted commas के अन्दर please, kindly आदि प्रकार के जोड़ रहते हैं वे Indirect से हटा दिये जाते हैं, क्योंकि उनका सर्व तो Reporting Verb ही स्पष्ट हो जाता है जैसा कि ऊपर दिये गये अन्तिम उदाहरण में किया गया है।

Note (b)—Assertive sentence के लिखिले में जो कुछ Note (a) से (d) क कहा गया है उसे यहाँ भी ध्यान में रखें और उन्हीं नियमों के अनुसार मिलने को सम्बोधन। अन्य inverted commas के भीतर मिले उन्हें Indirect में Reporting Verb के

पढ़ने रख दें। हाँ, केवल *say* या *tell* के बदले अनुरोध *order* या *request* आदि क प्रयोग होना चाहिए।

**Note (c)**— यदि *inverted commas* के भीतर “do not.....” आये, तो निम्नलिखित दो नियमों में से किसी एक के अनुसार जैसे *Imperative sentence* को *Direct* से *Indirect* में बदल दें—

**Rule I. Reporting Verb** को (*Tense* के अनुसार) *forbid* या *forbade* में बदल दें, *inverted commas* को *to* में और *do not* को उड़ा दें। उनके बाद अन्य शब्दों को रख दें।

**Rule II. Reporting Verb** को (अर्थ के अनुसार) *order* या *request* में बदल दें और *inverted commas* को *to* में। उनके बाद *do* को उड़ा दें और *do not* को *not* करके अन्य शब्दों को रखें, जैसे—

*The teacher said, “Do not cry.”*

(a) *The teacher forbade to cry.*

(b) *The teacher ordered not to cry.*

यहाँ *Imperative sentence* को दो तरह से *Indirect* में बदला गया है—पहला पहले नियम के अनुसार और दूसरा दूसरे नियम के अनुसार। भाषकों जो अच्छा जगें उसका प्रयोग करें, पर किसी एक ही का, दोनों का आधा-आधा से कर लिखनी नहीं पढ़ावें।

**N.B.** यदि *inverted commas* के भीतर *Imperative sentence* में *do* रहे (*do not* नहीं), तो आधा साधारण नियम के अनुसार *Reporting Verb* को *order* या *request* में बदल दें और *inverted commas* को *to* में, जैसे—

*I said to him, “Do that at once.”*

*I ordered him to do that at once.*

यहाँ **Note (c)** में बताये गये नियमों की आवश्यकता नहीं, क्योंकि वाक्य में *not* नहीं है।

### More Hints On Imperative Sentences

आप देखेंगे कि कुछ *Imperative sentences* ‘let’ से शुरू होते हैं। इनसे *Indirect* में बदलने के लिए इन नियमों की मदद लें—

यदि *let* वाले वाक्य से किसी प्रस्ताव (*proposal*) का बोध हो, तो—

(a) *Reporting Verb* को *propose* में बदल दें।

(b) *Inverted commas* को *that* „ „।

(c) *Let* को *should* „ „।

(d) *Objective case (us)* को *Nominative (we)* में बदल दें।

और, *Auxiliary Verb 'should'* को *Subject (we)* के बाद रख कर अन्य शब्दों को रखें, जैसे—

*Ram said to me, “Let us sing together.”*

*Ram proposed that we should sing together.*

यहाँ **Rule (a)** के अनुसार *proposed* का प्रयोग हुआ है, (b) के अनुसार *that* का, (c) के अनुसार *should* का और (d) के अनुसार *we should* का।

**N.B.** ध्यान रहे कि साधारणतया *let* वाले जैसे वाक्य से *proposal* का बोध होता है।

निजमें let के बाद (let us....) आता है। अतः ऐसे वाक्यों में ऊपर बताये गये चारों नियमों (a से d तक) का प्रयोग करना चाहिए।

कुछ ऐसे भी let वाले वाक्य होते हैं जिनसे proposal का बोध नहीं होता। उन वाक्यों में let के बाद me, him, her, them या there be का प्रयोग होता है। ऐसे वाक्यों से वक्ता की इच्छा या अनुमति (wish या permission) का बोध होता है, जैसे—

The boy said, "Let me go out, sir."

The lover said, "Let her rest in peace."

God said, "Let there be light", and there was light.

I said, "Let him do what he likes."

He said, "Let me help you"

ऐसे वाक्यों को Indirect में बदलने के लिए इन नियमों की सहायता लें—

(a) Reporting Verb को wish में बदल दें, क्योंकि ऐसा करने से वक्ता की इच्छा या अनुमति माँगने या देने का भाव स्पष्ट हो जाता है।

(b) Inverted commas को that में बदल दें।

(c) Let को should में बदल दें और Objective Case (me, him, her इत्यादि) को Nominative (I, he, she इत्यादि) में बदल कर उसे should के पहले (I should, he should आदि) रख दें।

इन नियमों के अनुसार ऊपर दिये गये चारों उदाहरणों के Indirect रूप क्रमशः इस प्रकार होंगे—

The boy wished that he should go out.

The lover wished that she should rest in peace.

God wished that there should be light and there was light.

I wished that he should do what he liked.

He wished that he should help me.

Note—कभी-कभी There be हुए होने पर वाक्य से कल्पना (Supposition) का भाव मालूम होता है, जैसे—

The teacher said, "Let there be a triangle."

ऐसे वाक्य भी Indirect में बदलने के लिए Reporting Verb को wish में बदलने के बरते suppose में बदल देना चाहिए और let there को this to या that to में, जैसे—

The teacher supposed that to be a triangle.

तो, इस प्रकार हम देखते हैं कि there be वाले वाक्य से इच्छा या कल्पना का बोध होता है। इसलिए अक्सर वाक्य उन्हें वाक्यान्तरी से Indirect में बदलें।

कुछ वाक्यों में let के बाद it आता है, जैसे—

Let it be so. Let it be a circle. Let it rain.

यदि इन तीनों ही वाक्यों में let it आता है, फिर भी इन सभी वाक्यों से भिन्न-भिन्न प्रकार के भाव मालूम होते हैं—पहले से इच्छा (wish) का और दूसरे से कल्पना (supposition) का, पर तीसरे वाक्य का भाव स्पष्ट नहीं है। इसका भाव किसी प्रसंग में हो प्रकट हो सकता है। मान लें कि कोई बहुत दुःखी है और वह घर छोड़ कर बाहर चला जाना चाहता है। उसी समय वर्षा हो रही है। यदि ऐसी अवस्था में वह कहता है—"Let it rain. I must go." तो वहाँ let it rain का वाक्यान्त में अर्थ यह है कि "मुझे वर्षा की

परसाह नहीं।” आ: वहाँ इस वाक्य का Indirect रूप होगा—He said that he did not care for rain.

यब मान लें कि सारे प्राणी गर्मों से व्याकुल हैं। उस समय बर्षा होनी है और को कह उठता है—“Let it rain.” वहाँ इस वाक्य से इच्छा का बोध होगा, क्योंकि वह चाहता है कि बर्षा हो और उसके निर उल्लेखी है। ऐसे प्रसंग में उक्त Indirect रूप होगा—He wished that it should rain.

कहने का सम्पर्य यह है कि let के बाद it का प्रयोग होने पर उस वाक्य से इच्छा (wish), कल्पना (supposition), अनुमति (approval) या उदासीनता (indifference) का भाव प्रकट हो सकता है। इच्छा या कल्पना का भाव तो आसानी से मान्य हो जाता है, और इसलिए ऐसे वाक्यों को साधारण नियमों की सहायता से (जो let के सम्बन्ध में बताये गये हैं) ही Indirect में बदला जा सकता है। हाँ, अन्य भाव (approval या indifference) का बोध होने पर, जो भिन्न-भिन्न प्रसंग में भिन्न-भिन्न होगा, भाव अर्थ को ध्यान में रख कर उन्हें Indirect में बदलें।

अन्त में, Let के सम्बन्ध में, हम एक और बात को और अधिक ध्यान आकृष्ट करना चाहते हैं और वह यह है कि कुछ let वाले वाक्यों से even if (वदि) का बोध होता है—

Let it be ever so difficult, I must do it. Let it rain ever so hard, I will go to-day.

ऐसे वाक्यों में Let it के बाद ever so अवश्य आता है—(Let it....ever so). इनको indirect में बदलने के लिए भाव इन नियमों की सहायता से सकते हैं—

(a) Reporting Verb को *say*-*का*-*र* रहने दें।

(b) Inverted commas को *that* में बदल दें।

(c) Let को even if में बदल दें।

(d) Ever so का लोप कर दें।

Ram said, “Let it rain ever so hard, I will go to-day.”

(Direct)

Ram said that even if it rained hard he would go that day.

(Indirect)

#### IV. OPTATIVE SENTENCES

Rule I. Reporting Verb को *curse*, *bless*, *pray* या *wish* में, वाक्य के अवानुसार बदल दें, क्योंकि ऐसे वाक्यों से अभिशाप, आशीर्वाद, प्रार्थना या इच्छा का बोध होता है।

Rule II. Inverted commas को *that* में बदल दें।

Rule III. Optative sentence को Assertive में बदलें और वह इस प्रकार—  
(a) वाक्यों में subject को पहले रखें और उसके बाद Verb को और (b) note of exclamation (!) को full stop (.) में बदल दें; जैसे—

May God pardon you ! (Optative)

God may pardon you. (Assertive)

Father said to me, “May you live long !”

Father blessed me that I might live long.

The preacher said to me, “May God help you !”

The preacher *prayed* that God might help me.

He said to me, "May you die !"

He *curst* that I might die.

Note (a)—यदि Optative sentence में may का प्रयोग नहीं हो, तो उसे (may को) वाक्य के आरम्भ में जोड़ देना चाहिए; जैसे—

God save the king = *May* God save the king.

A plague split you = *May* a plague split you.

इस प्रकार, may जोड़ कर वाक्य को पूरा कर लें।

Note (b)—यदि Inverted commas के अन्दर सम्बोधन-सूचक शब्द आयें, तो Assertive sentence के सम्बन्ध में Note (a) से (b) तक बताये गये नियमानुसार बदल दें। हाँ, केवल say या tell के बदले bless, curse या pray का प्रयोग करना चाहिए।

## V. EXCLAMATORY SENTENCES

Rule I. Reporting Verb को exclaim with joy, sorrow, surprise, anger, contempt वा applause इत्यादि प्रकार के शब्दों में, Reported Speech के वर्णानुसार बदल दें।

Rule II. Inverted commas को that में बदल दें।

Rule III. Interjections (विस्मयवादिबोधक शब्द) का खोप कर दें, क्योंकि इनके बाद तो Reporting Verb से स्पष्ट हो हो जाते हैं। फिर, इनकी जरूरत ही क्या रह जाती है ?

Rule IV. Note of exclamation (!) के बदले full stop (.) का प्रयोग करना चाहिए; जैसे—

He said, "Alas ! I am ruined."

He *exclaimed with sorrow* that he was ruined.

I said, "Ah ! he is dead."

I *exclaimed with sorrow* that he was dead.

N.B.—यदि Inverted commas के भीतर ऐसे Exclamatory sentences हों जिनमें, how वा what आवे, तो ऐसे शब्दों को great वा greatly में बदल दें; how वा what के बाद Noun आने पर उसे (how वा what को) great में बदलें, पर उसके बाद Adjective आने पर उसे greatly वा very में; जैसे—

I said, "What a fine place it is !"

I *exclaimed with joy* that it was a *very* fine place.

He said, "How dark the night is !"

He *exclaimed with surprise* that the night was *very* dark.

I said, "What a fool I am !"

I *exclaimed (confessed)* with sorrow that I was a *great* fool.

एक वाक्यों में what और how के बदले very वा great का प्रयोग हुआ है—यहने दो वाक्यों में what और how को very में बदला गया है, क्योंकि इनके बाद Adjectives



कमरा: fine और dark का प्रयोग हुआ है, पर तीसरे में what के बदले great प्रयोग किया है क्योंकि what के बाद Noun 'fool' आया है।

**Note (a)**—यदि Exclamatory sentence अपूर्ण हो तो Verb का प्रयोग करके उन्हें पूरा कर दें, जैसे—

What a fall ! = What a fall it is (was) !

Oh, enough ! = Oh, it is enough !

Nonsense ! = It is nonsense !

**Note (b)**—यदि inverted commas के भीतर सम्बोधन के शब्द रहें, तो वे अर्थ लेकर उन्हें that के पहले रख दें जैसा कि Assertive sentence के Note (a) में बताया गया है। आप याद रखें कि सम्बोधन या विस्मयादिबोधक शब्द that के कभी नहीं आ सकते। वे या तो छोड़ा दिये जाते हैं या उनके अर्थानुसार that के पहले ऐसे का प्रयोग होता है जिनसे उन शब्दों का अर्थ स्पष्ट हो जाय।

### MORE HINTS ON NARRATION

अभी तक सभी प्रकार के वाक्यों को Indirect में बदलने के सम्बन्ध में जिन general और special rules पर विचार किया गया है उनकी सहायता से आप आसानी से Indirect Narration में बदल दे सकते हैं। फिर भी परीक्षा की दृष्टि से एक-दो बातें विचार करना आवश्यक है। आप देखेंगे कि inverted commas के अन्दर कभी-कभी तीन प्रकार के वाक्यों को रख कर उन्हें Indirect में बदलने को कहा जाता है, जैसे—

Ram said to Shyam, "Please take your seat. I am very glad to see you. Where had you been so long ?"

यहाँ inverted commas के भीतर तीन वाक्य हैं जिनमें पहला Imperative है, दूसरा Assertive और तीसरा Interrogative. इसलिए इन तीनों वाक्यों को भिन्न-भिन्न प्रकार के special rules की मदद से Indirect में बदलना चाहिए, जैसे—

Ram requested Shyam to take his seat. He told him that he (Ram) was glad to see him and asked him where he had been so long.

यहाँ पहले वाक्य को Imperative sentence के special rules की मदद से, दूसरे को Assertive sentence के नियमानुसार और तीसरे को Interrogative sentence के special rules की सहायता से Indirect में बदला गया है और general rules भी प्रत्येक के साथ लगाये गये हैं। तो, आप याद रखें कि जब inverted commas के भीतर अलग-अलग तरह के वाक्यों को Indirect में बदलना होता है, तो inverted commas के बाहर जितने शब्द रहते हैं उन्हें उन सभी वाक्यों का common factor मान लिया जाता है और इसलिए भिन्न-भिन्न प्रकार के special rules उन्हें बार-बार बदलना पड़ता है, जैसे—

I told my friend, "Please help me. I am out of pocket. Can you help me ? I hope you will."

I told my friend, "Please help me." I told my friend, "I am out of pocket." I told my friend, "Can you help me ?" I told my friend, "I hope you will."

यहाँ आप देखते हैं कि *inverted commas* के भीतर चार वाक्य हैं—पहला Imperative, दूसरा Assertive, तीसरा Interrogative और चौथा फिर Assertive. यहाँ "I told my friend" *inverted commas* के बाहर है और इसलिए इसको common factor मान कर इन चारों वाक्यों को अलग-अलग कर दिया गया है। अब उन्हें बिना special rules की मदद से Indirect में बदलना आसान है। यदि आप इन सभी वाक्यों को केवल Imperative या केवल Interrogative sentence के special rules की मदद से बदल देंगे तो वह अशुद्ध होगा। सबको एक ही लाठी से हाँकने की कोशिश ठीक नहीं।

### EXERCISES WORKED OUT

1. The violent man said, "What violence have I done? What anger have I been guilty of?" Then the others laughed and said to him, "Why should we speak? You have given us ocular proof of your violent temper."

Indirect—The violent man *asked what violence he had done, and what anger he had been guilty of.* Then the others laughed and *asked why they should speak.* They further said that he had given them ocular proof of *his* violent temper.

Or, Then the others laughed and said that there was no need for them to speak, because he had given them ocular proof of his violent temper.

2. "What do you mean?" asked the man, "how can a rope be used for binding flour?" "A rope may be used for anything," replied the man, "when I do not wish to lend it."

Indirect—The man *asked what he meant, and how a rope could be used for binding flour.* The man replied that a rope might be used for anything, when *he did not wish to lend it.*

3. The robber said to Alexander, "I am thy captive. I must hear what thou art pleased to say, and endure what thou art pleased to inflict. But my soul is unconquered, and if I reply at all to thy reproaches, I will reply to thee like a free man."

Indirect—The robber said to Alexander *that he was his captive, and (he) must hear what he (Alexander) was pleased to say and endure what he was pleased to inflict.* He further told him that *his* soul was unconquered, and if *he replied* at all to *his* reproaches, *he would* reply to *him* like a free man.

4. Joseph said to James, "I can tell you what strikes me as the most useful machine in the world." James replied, "Can you Joseph? I should like to hear of it. What is it used for?"

Indirect—Joseph said to James *that he could tell him what struck him as the most useful machine in the world.* James asked

*Joseph if he could and said that he would like to hear of that. He further inquired of him (Joseph) what it was used for.*

5. And Reuben said unto them, "Shed no blood; cast Joseph into this pit that is in the wilderness, but lay no hand upon him."

Indirect—And Reuben *advised* them to shed no blood; to cast Joseph into *that* pit that was in the wilderness, but (to) lay no hand upon him.

6. And Judah said unto his brethren, "What profit is it, if we slay your brother and conceal his blood? Come, let us sell him to the Ishmaelites, and let not our hand be upon him for he is our brother and our flesh."

Indirect—And Judah *asked* his brethren *what* profit it was if they slew their brother and *concealed* his blood. He *advised* them to sell (*proposed to them that they should sell*) him to the Ishmaelites and *wished that they should not lay their hand upon him, for he was their brother and their flesh.*

7. "What is this strange outcry?", said Socrates, "I sent the women away mainly in order that they might not offend in this way; for I have heard that a man should die in peace. Be quiet and have patience."

Indirect—Socrates *asked* them *what* that strange outcry was. He *said that he had sent* the women away mainly in order that they might not offend in *that* way; for he *had heard* that a man should die in peace. He (Socrates) *advised them to be quiet and have patience.*

8. The teacher became angry with the student and said, "Why have you disturbed the class in this way? I have told you before that when I am speaking, you should be silent. Leave the room, and do not return again to-day."

Indirect—The teacher became angry with the student and *asked him why he had disturbed* the class in *that* way. He *said to the student that he had told him before* that when he was speaking, he (student) should be silent. The teacher *ordered him to leave the room, and not to return (forbade him to return) again that day.*

## EXERCISE

Q. Change the following from Direct to Indirect—

1. "Gentlemen," I said; "there are more things in heaven and earth than are dreamt of in your philosophy. Do not be astonished at my statement. Is it fair to judge me by appearance only?"

2. "Let me hire you as a nurse for my poor children," said a Butterfly to a quiet Caterpillar. "See these little eggs. I don't know how long it will be

before they come to life, and I feel very sick and poorly, and if I should die, who will take care of my baby butterflies when I am gone? Will you kind, mild, green Caterpillar?"

3. "Well", cried I, "my good boys, how do you like your bed? I hope you are not afraid to sleep in this room." "No, papa", said Dick, "I am not afraid to be anywhere where you are."

4. "Cast thy eyes eastward", said the genius to Mirza, "and tell me what thou seest." "I see", said Mirza, "a huge valley and a prodigious file of water flowing through it." "The valley that thou seest", said the genius, "is the vale of misery, and the tide of water that thou seest is part of the great tide of eternity." "What is the reason," said Mirza, "that the tide rises out of a thick mist at one end, and loses itself in a thick mist at the other?"

5. I said, "Do not brood over the past. Is there not something in every life which it is happiness to forget? I have so much to remember here, so much to learn, and so much to repay."

6. They said, "Brothers and Sisters, hear what I tell you. The enemy approaches and you ought to know what will happen when they come here. Do not expect peace; for there will be none. They will rule over you and make you slaves."

7. An old lion said to a fox, "Please come near me in my cave. Come, let us talk of your health." The fox said, "Quite so, sir, but I am afraid the talk will not be beneficial for my health."

8. "You are old", said the youth. "One would hardly suppose that your eye was as steady as ever. What made you so awfully clever?" "I have answered three questions, and that is enough. Don't give yourself airs. Be off or I will kick you downstairs", said his father.

9. The ant said to the cricket, "What were you doing all the summer? Why do you beg from others instead of earning your own food? If you can while away the summer in singing and dancing, then you can pass the autumn in the same way."

10. The farthing said, "I thus rambled from pocket to pocket. It would be tedious to relate all my adventures. Soon I grew old and was disfigured by creases. Then came the fatal end of my life. Along with many other coins I was thrown into a furnace. But strangely enough I did not die. I only rose out of the furnace with greater beauty and brightness than I ever had before."

11. Teacher—That is true; it is very cold indeed. But climbers wear very warm clothes. It is not often the cold that stops them.

The child—How do they spend the nights there and where do they get their food?

Teacher—Good. You have thought of other great difficulties which climbers must overcome. Remember, however, they take many strong ropes with them and these men carry their food and tents in which they sleep at night. But there are other and greater difficulties than these.

12. Teacher—Who knows which is the highest mountain in the world?

First child—I do, sir. It is Kanchenjunga in Sikkim.

Teacher—No, wrong. Who knows? That is a very high mountain but not the highest of all.

Second child—Is it Mount Everest, Sir?

*Teacher*—Yes, that's right. And it is over twenty-nine thousand feet above you know. It is covered with snow all the year round, even in summer.

13. The youngest Princess took her father's hand in hers and said, "Fa dear, I love you better than salt." The King looked at her in amazement and cried, "Do you measure your love for me by common salt? Your sisters have spoken of gold and gems. Have you nothing better to say?" The Princess shook her head and again replied, "I love you, father, more than salt." At that the king was entranced and said to the Princess, "I bid you not to come near or speak to me in future."

14. The Duke said to Shylock, "How can you hope for the mercy of God if you show mercy to none?" Shylock replied, "What judgement of God shall I fear, having done no wrong? You have your slaves. Shall I say to you, 'I will have them be free?' You will answer, 'The slaves are ours.' So do I answer you, 'The pound of flesh is mine and I will have it.'"

15. "Little sisters," he said, "it is my turn to speak. Keep silent and be quiet till I have finished. You ought to praise and love your Master very much. He has given you sweet air. He has found food for you, and streams and fountains for your drink. Praise God, Who loves you and watches over you."

16. Gratiano—"O excellent judge?"

Portia—"Why does the Jew pause? Take your penalty."

Shylock—"Give me my principal and let me go."

Bassanio—"I have it ready for you. Here it is."

Portia—"He has refused it in the open court. He shall have merely justice and his bond."

Shylock—"Shall I not have even my bare principal?"

Portia—"You shall have nothing but the penalty."

17. The man has confessed, "I am the guilty man and deserve punishment." He told us, "I will agree to what you propose, if you sign this." They said, "The boy is hiding in the place where we left him." He said, "Who could have expected such a turn of events?"

18. When Porus was brought as a prisoner to Alexander, he was asked, "How do you desire to be treated?" "Like a king", said he. "And have you anything else to request?" said Alexander. "No", said he, "everything is included in the word king."

19. "Arrah!" replied the spider, "if it were not for breaking an old custom in our family, never to stir abroad against an enemy, I should come and teach you better manners." "I pray, have patience", said the bee, "for you'll spend your substance, and for aught I see, you may stand in need of it all towards the repair of your house." "Rogue! Rogue!" replied the spider, "yet one thinks you should have more respect for a person whom all the world allows to be so much your better."

20. "Come on", cried the thundering American, "let me hit you but one blow in the ear and you'll never have headaches again." "Stop! stop!", cried the other, "if you strike me once more, I'll let you know which is the better man."

"Yes", said the peasant. "Do you want one in which you can spend the night?"  
"No", replied the traveller, "I only want a meal".

22. "You are wiser than you were, King Midas!" said the stranger, looking seriously at him. "Your own heart, I perceive, has not entirely changed from flesh to gold. Were it so, your case would indeed be desperate. Tell me if you sincerely desire to rid yourself of this Golden Touch." "It is hateful to me", replied Midas.

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## TRANSFORMATION

Transformation का अर्थ होता है, *to change the form*. हमें यह स्पष्ट कि हम किसी sentence के अर्थ को नहीं बदल सकते; हमें केवल उसके form (रूप बनावट) को बदलना चाहिए। इसका अर्थ यह नहीं कि हमें sentence के अर्थ से कोई सम्बन्ध न हो नहीं। इसके विपरीत, हमें दिये हुए sentence के अर्थ को ध्यानपूर्वक समझना चाहिए क्योंकि अर्थ को समझे बिना sentence के form को बदलना सम्भव नहीं हो सकेगा। इसलिए हम निम्न-निम्न प्रकार के वाक्यों को ले और देखें कि किस प्रकार उन्हें transform किया जा सकता है।

### Rule I. Sentences with 'Too'

बहुत-से वाक्यों में too का प्रयोग होता है। ऐसे वाक्यों को हम दो भागों में बाँट सकते हैं—

Rule (a)—Too के बाद Adverb, Adjective या Adjective की भाँति प्रयुक्त होने वाला शब्द आता है, पर वाक्य में Infinitive का प्रयोग नहीं होता। इन वाक्यों पर ध्यान दें—

He is too weak.

The news is too bad.

It is dangerous to be too good.

It is too shocking.

ऐसे वाक्यों को transform करने के लिए हम नियमों की सहायता लें—

(i) Too को हटा दें।

(ii) Too के बाद आने वाले Adjective या Adverb को Comparative Degree में रखें (Adjective में 'er' लगा कर या Adjective के पहले more लगा कर, पर less लगा कर नहीं, और than का प्रयोग करें)।

(iii) Than के बाद कर्तुव्यार should, should be, should have या should have been या it is/was/will be proper का प्रयोग करें।

The weather is too hot. = The weather is more hot than it is proper या The weather is hotter than it should be.

He came too early. = He came earlier than he should have या He came more early than it is proper.

He is too weak. = He is more weak than it is proper या He is weaker than he should be.

He is too negligent. = He is *more* negligent than it is proper या He is *more* negligent than he should be.

The news is too shocking. = The news is *more* shocking than it is proper या The news is *more* shocking than it should be.

Rule (b) यदि वाक्यों में too के बाद Infinitive का प्रयोग हो, तो इन नियमों को धारण करें—

- (i) Too को हटा दें और इसके बदले so का प्रयोग करें।  
 (ii) So के बाद Adjective या Adverb को रखें (जो Adjective या Adverb 'too' के बाद रहता है) और उनके बाद इस प्रकार का Adverbial Clause that cannot do that... could not। इस Clause में अवशुद्ध वचित Subject और Verb का प्रयोग करें। बाद रखें कि Verb के पहले cannot, could not या will not का प्रयोग होगा और इसलिए infinitive का चिह्न 'to' लुप्त हो जायगा।

इस प्रकार देखें—

He is too weak to move. = He is *so* weak that he cannot move.  
 He is too proud to beg. = He is *so* proud that he cannot (will not) beg.

He was too slow to win. = He was *so* slow that he could not win.

I am too busy to go out. = I am *so* busy that I cannot go out.  
 It is too hard to break. = It is *so* hard that it cannot be broken या It is *so* hard that we cannot break it.

Note—कृपा देखें भी वाक्य होते हैं जिनमें too के बाद Adjective रहता है और Adjective के बाद for आता है, to नहीं; जैसे—

His sorrow is too deep for tears. It is too much for me. ऐसे वाक्यों के transformation के लिए वे ही नियम सहायता करेंगे जो ऊपर बताये गये हैं। हाँ, एक बात पर विशेष ध्यान देना होगा। वह यह है कि so के बाद that से आरम्भ होने वाले Adverbial Clause में Verb का प्रयोग योही सावधानी से करना चाहिए, क्योंकि यदि इस वाक्यों में for के बाद कोई Verb नहीं रहता है। आप वाक्य को ठीक से पढ़ें तो वचित Verb का पता चल जायगा; जैसे—

His sorrow is too deep for tears. = His sorrow is *so* deep that he cannot express it in tears, or, that it cannot be expressed in tears.  
 He is too slow for a runner. = He is *so* slow that he cannot make or be a runner.

Caution—यदि वाक्य में too के बाद much रहे (too much) तो उनको so bad या so shocking आदि में बदल दें। अन्य नियम वे ही होंगे जो ऊपर बताये गये हैं, जैसे—

It is too much for me. = It is *so* bad (shocking) that I cannot bear it.

### EXERCISES WORKED OUT

1. The news is too good to be true.



- = The news is *so good that it cannot* be true.
2. He arrived at the station too late to catch the train.  
= He arrived at the station *so late that he could not* catch the train.
3. He was too much distressed to speak.  
= He was *so distressed that he was not* able to speak.
4. The sun is too hot for us to go out at present.  
= The sun is *so hot that we cannot* go out at present.
5. He is too proud to learn.  
= He is *so proud that he cannot* learn.

### EXERCISE

#### Q. Transform the following sentences—

(a) You are too lazy. (b) You are too lazy to succeed. (c) It is too late to mend yourself. (d) You were too late. (e) It is too late for you. (f) She is too poor. (g) She is too poor to buy this dress. (h) Her son's death is too much for her. (i) I am too old to learn new ways. (j) You are too young for this work.

*Hints*—(a) more lazy than you should be or than it is proper; (b) so lazy that you cannot succeed; (c) so late that you cannot mend yourself; (d) more late than it is proper or than you should have been; (e) so late that you cannot succeed; (f) poorer than she should be; (g) so poor that she cannot buy this dress; (h) is so shocking that she cannot bear it; (i) so old that I cannot learn new ways; (j) so young that you cannot do this work.

#### Rule II. Sentences expressing 'Condition'.

कुछ वाक्य ऐसे होते हैं जिनमें दो भाग होते हैं। एक भाग में कोई condition (र्त) रहता है और दूसरे भाग में उसके consequence (परिणाम) की चर्चा होती है; जैसे—

If you work hard, you will succeed.

वाक्यों में जो condition रखा जाता है उसे इन शब्दों के द्वारा व्यक्त किया जाता है—  
If, unless, in case, supposing, provided, provided that, but for, one more, and, were, should, had और and.

इन निर्देशों की सहायता से आप ऐसे वाक्यों का रूप बदल सकते हैं—

Rule (a)—यदि if, unless, should, had वा and के द्वारा condition व्यक्त किया तो ऐसे वाक्यों को एक-दूसरे रूप में बदल दें, क्योंकि if को unless, should, had वा and में बदल दें; unless को if, should, had वा and में; should वा if, unless, had वा and में, had को if, unless, should वा and में और and को if, unless, should वा had में; जैसे—

If you labour hard you will pass. = Unless you labour hard, you will not pass वा Should you labour hard, you would pass वा Labour hard and you will pass.

इन वाक्यों के अर्थ में कोई अन्तर नहीं, पर इनके form अलग-अलग हैं। इसलिए इनमें से एक form का परिवर्तन दूसरे form में हुआ है; जैसे—*if* का *unless*, *should* और *and* में; *unless* का *if*, *should* और *and* में; *should* का *if*, *unless* और *and* में तथा *and* का *if*, *unless* और *should* में।

**Rule (b)**—*In case*, *provided*, *supposing* और *one more.. and* को *if* में बदल कर वाक्य को transform किया जाता है—

*In case* you allow me, I will do the work at once. = *If* you allow me, I will do the work at once.

*Provided* you promise support I will help you. = *If* you promise support, I will help you

*Supposing* you fall ill, there is medical aid here. = *If* you fall ill, there is medical aid here.

*One more* effort, *and* you will pass. = *If* you make one more effort, you will pass.

**Rule (c)**—यदि वाक्य में *but for* का प्रयोग हो, तो उसे '*if it had not been for*' में बदल दें; जैसे—

*But for* his help, I should not have succeeded = *If it had not been for* his help, I should not have succeeded.

**Rule (d)**—यदि वाक्य में *were to* का प्रयोग हो, तो उसे *should* में बदल दें; जैसे—

*If he were to* meet me, I would recognise him at once. = *Should* he meet me, I would recognise him at once.

ऊपर दिये गये चार नियमों की मदद से वाक्यों का transformation आसानी से किया जा सकता है, पर कभी-कभी किसी खास तरीके से transform करने को कहा जाता है। ऐसी हालत में उन्होंने तरीकों को अपनाया चाहिए। कुछ उदाहरण हैं—

### (i) By using "If"

I get wet, *when* I go out in the rain. = I get wet, *if* I go out in the rain.

*Had* you not taught me so well, I should not have passed. = *If* you had not taught me so well, I should not have passed.

*Should* you be tired of working all day, go out for a walk. = *If* you be tired of working all day, go out for a walk.

### (ii) By using "Conjunctive Phrase"

You will be punished for talking in the class. = You will be punished *in case* you talk in the class.

*Should* he awake, send for the doctor. = *In case* he awakes, send for the doctor.

*Supposing the house catches fire, we shall ring up the fire brigade at once.*

*= In case the house catches fire, we shall ring up the fire brigade at once.*

### (iii) By using a "Participle"

*If the rain does not fall soon, the crops will be spoilt. = Supposing the rain does not fall soon, the crops will be spoilt.*

*Had you taken greater care, this could not have happened. = Supposing you had taken greater care, this could not have happened.*

*In case Hari does not turn up, Jadu will play. = Supposing Hari does not turn up, Jadu will play.*

इस प्रकार हम देखते हैं कि यदि किसी वाक्य को खास तरीके के द्वारा भी transform करने को कहा जाय, तो वह बहुत कठिन नहीं है। यदि किसी वाक्य को खास तरीके से बदलने को नहीं कहा जाय, तो ऊपर बताये गये चार नियमों की सहायता से एक प्रकार के condition को दूसरे प्रकार के condition में बदल सकते हैं।

### MORE EXERCISES WORKED OUT

1. *One more word, and I will send you out of the room. = If you say another word, I will send you out of the room.*

2. *Supposing the house catches fire, we shall extinguish it with the water of this tank here. = If (In case) the house catches fire, we...*

3. *Had you been more careful, such a calamity would not have befallen us. = If you had been more careful....*

4. *But for your interference, everything would have gone smoothly on. = Had it not been for your interference or If you had not interfered, everything.....*

5. *Persevere, and you will succeed in the end. = If you persevere, you will succeed in the end.*

6. *Provided we are all agreed, the resolution can at once be passed. = If we are all agreed...*

### Rule III. Sentences expressing "Concession" or "Contrast"

बहुत ऐसे वाक्य होते हैं जिनमें दो बातें होती हैं। एक बात में तो कुछ कहा जाता है, दूसरी बात में उसके विपरीत कहा जाता है; जैसे— *Though he is poor, he is honest.* वाक्य में ऐसे contrast के भाव को व्यक्त करने के लिए इन रूपों का प्रयोग किया जाता है— *Though, although, as, however, all the same, indeed....but, nevertheless, none the less, notwithstanding that, for all that or whatever.*

Rule (a)—यदि *though* या *although* का प्रयोग करके contrast व्यक्त

जाय तो उसे *as* या *indeed... but* में बदल दें; जैसे—

*Though (although) he is poor, he is honest.* = *Poor as he is, he is honest* या *He is poor indeed, but he is honest.*

**Rule (b)**— इसी प्रकार यदि *as* या *indeed... but* के द्वारा contrast का भाव व्यक्त किया जाय, तो उन्हें *though* या *although* में बदल दें।

**Note (a)**— ध्यान रहे कि यदि ये दोनों वाक्यों में *as, though, although, however, at the same time, all the same, indeed... but* इत्यादि के द्वारा contrast का भाव व्यक्त किया जाय तो उनको एक दूसरे के रूप में बदल दें; जैसे—

*Though (although) he is poor, he is honest.* = *Poor as he is, he is honest* या *However poor he may be, he is honest* या *He is poor indeed, but he is honest.*

**Note (b)**— सबसे सरल उदाहरण यह है कि contrast के भाव को व्यक्त करने वाले विन रूपों का प्रयोग हो उन्हें *though* या *although* में बदल दें; जैसे—

*Poor as he is, he is honest.* = *Though he is poor, he is honest.*

*However poor he may be, he is honest.* = *Though he is poor, he is honest.*

*He is poor indeed, but he is honest.* = *Though he is poor, he is honest.*

(a) *He is poor, he is honest all the same.*

(b) *He is poor; at the same time he is honest.* = *Though he is poor, he is honest.*

*He is poor, nevertheless he is honest.* = *Though he is poor, he is honest.*

**Rule (c)**— इसी प्रकार यदि contrast का भाव *though* या *although* का प्रयोग करके बनाया जाय, तो उसे *as, indeed... but, however, all the same* इत्यादि में बदल दें; जैसे—

*Though he is poor, he is honest.* = *He is indeed poor, but he is honest* या *Poor as he is, he is honest.*

**Note (c)**— जब *as* का प्रयोग contrast को व्यक्त करता है, तो *as* का प्रयोग Adjective के बाद होता है (*Poor as he is. Rich as he is*), clause के आरम्भ में नहीं;

जब *as* का प्रयोग किसी clause के आरम्भ में होता है, तब इसका अर्थ हो जाता है—  
“युक्ति”; जैसे—

*As he is ill, he is absent.*

इसलिए contrast के भाव को व्यक्त करने के लिए *as* का प्रयोग सदा Adjective के बाद होता है।

### EXERCISES WORKED OUT

1. He was poor *indeed, but* he was always happy = *Though* he was poor, he was....

2. It is true that we have failed *but* it is not through our own fault. = We have failed *indeed*, *but* it is... fault.

3. The weather, *though* hot, is not unbearable. = Hot *as* the weather is, it is not unbearable.

4. *Supposing* that he was rich, that was no reason for his bad behaviour. = I grant *indeed* that he was rich, *but* that was...

5. *Though* he succeeded in everything, he was never vain = He succeeded in everything, *at the same time* he was never vain *या* He was never vain, *notwithstanding* that he succeeded in everything.

6. His mother still trusted him *though* he had deceived her so often. = He had deceived his mother so often, she trusted him *all the same*.

7. He finished first, *though* he began late. = He began late *indeed*, *but* he finished first.

8. This man is never satisfied, *no matter* what we do for him. = This man is never satisfied, *whatever* we do for him *या* This man is never satisfied *although* we may do everything for him.

9. *Admitting* that he has no means, yet he dresses pretty well. = *Though* he has no means, he dresses pretty well.

10. Poor *as* he is, he will never do a dishonest act. = He is poor *indeed*, *but* he will never do a dishonest act.

#### Rule IV. Interchange of "Degrees of Comparison"

वाक्यों में जितने Adjectives के प्रयोग होते हैं, वे किसी-किसी Degree में अवश्य हो रहते हैं। ये Degree हैं—Positive, Comparative और Superlative. यदि हम चाहे तो एक प्रकार को Degree को दूसरे में बदल सकते हैं और उनके अर्थ में कोई अन्तर नहीं होगा। ऐसा परिवर्तन किस प्रकार होता है, हमें इस पर विचार करना चाहिए।

#### Rule (a)—Positive & Comparative Degrees

बहुत-से Positive Degree के Adjective को दो *as* के बीच में रखा जाता है, *as* dull *as*, *as* good *as* आदि। ऐसे वाक्यों को transform करने के लिए आर इन नियमों को सहायता लें—

(i) दोनों *as* को हटा दें।

(ii) Adjective को (जो दो *as* के बीच रहता है) Comparative Degree का रूप दे दें।

(iii) यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हो, तो उसे Affirmative बना दें।

(iv) वाक्य के दूसरे भाग को नये वाक्य में पहले लिखें और पहले भाग को अन्त में लिखें—

Ram is *as* dull *as* Shyam.

Shyam is *not* duller than Ram.

You are *as good as* I.  
 I am *not better* than you.  
 Ram is *not as dull as* Shyam.  
 Shyam is *duller* than Ram.  
 You are *not as good as* I.  
 I am *better* than you.

इसी प्रकार Comparative Degree को Positive Degree में बदलने के लिए हम नियमों की सहायता लें—

- (i) Comparative Degree के Adjective को Positive में बदल दें।
- (ii) Adjective को दो *as* (*as...as*) के बीच में रख दें।
- (iii) यदि वाक्य Affirmative हो, तो उसे Negative बना दें और यदि Negative हो, तो Affirmative.

(iv) वाक्य के दूसरे भाग को नये वाक्य में पहले रखें और पहले को अन्त में; जैसे—

He is *better* than you.  
 You are *not as good as* he.  
 He is *not better* than you.  
 You are *as good as* he.

#### Rule (b)—Comparative & Superlative Degrees

यदि Comparative Degree में *all other* वा *any other* का प्रयोग हो, तो इसे इस प्रकार Superlative Degree में बदला जाता है—

- (i) *All other* वा *any other* को हटा दें।
- (ii) Comparative Degree के Adjective को Superlative में बदल दें, जैसे—

He is *better* than *any other* boy in the class.—Comparative  
 He is the *best* boy in the class.—Superlative  
 This book is *more useful* than *any other* in the market.  
 —Comparative

This is the *most* useful book in the market.—Superlative

Note—इसी प्रकार Superlative Degree को Comparative में बदल देना चाहिए।

यदि Comparative Degree के साथ *most other* लगा रहे, तो इसकी Superlative Degree इस प्रकार बनाये—

- (i) *Most other* के बदले *one of the* का प्रयोग करें।
- (ii) Comparative Degree के Adjective को Superlative में बदल दें; जैसे—

He is *more wicked* than *most other* boys.—Comparative  
 He is *one of the most wicked* boys.—Superlative  
 Iron is *more useful* than *most other* metals.—Comparative  
 Iron is *one of the most useful* metals.—Superlative

Note—इसी प्रकार Superlative Degree को भी Comparative में बदल सकते हैं।

### Rule (c)—Positive & Superlative Degrees

जब वाक्य में Positive Degree को दो as (as...as) के बीच में रखा जाता है और उसके पहले no other का प्रयोग होता है, तब उनकी Superlative Degree हम प्रकार बनायी जाती है—

(i) No other तथा as...as को हटा दें और (ii) Adjective को Superlative Degree का रूप दे दें; जैसे—

*No other boy is as poor as Ram.*—Positive

*Ram is the poorest boy.*—Superlative

*No other bookshop is as good as the Pustak Mahal.*

—Positive

*The Pustak Mahal is the best bookshop.*—Superlative

यदि वाक्य में Positive Degree को दो as (as...as) के बीच में रखा जाए और very few का प्रयोग हो, तो Comparative Degree को Superlative में हम प्रकार बदलना चाहिए—

(i) दोनों as तथा very few को हटा कर उसके बदले one of the का प्रयोग करें, और (ii) Adjective को Superlative Degree का रूप दे दें; जैसे—

*Very few men were as great as Mahatma Gandhi.*—Positive

*Mahatma Gandhi was one of the greatest men.*—Superlative

*Very few flowers are as sweet as rose.*—Positive

*Rose is one of the sweetest flowers.*—Superlative

इसी प्रकार ऊपर दिये गये नियमों के आधार पर आप Superlative Degree को वास्तविक से Comparative Degree में बदल सकते हैं।

### EXERCISES WORKED OUT

1. The younger brother is *cleverer* than the elder.

—Comparative

The elder brother is not *so clever as* the younger.

—Positive

2. Gold is *one of the heaviest* of metals.—Superlative

Gold is *heavier than most other* metals.—Comparative

*Very few* metals are *as heavy as* gold.—Positive

3. This man has *more debts than* cash.—Comparative

This man has not *as much cash as* he has debts.—Positive

4. That man has *more money than* brain.—Comparative

That man has not *as much brain as* he has money.

—Positive

5. He treats the poor with the *same respect as* he does the rich.—Positive

He treats the poor with *no less respect* than the rich.

—Comparative

6. You know his ways quite *as well as* I do.—Positive

I do *not* know his ways *any better* than you do.

—Comparative

7. I would *as soon die as* tell a lie.—Positive

I would *rather die* than tell a lie.—Comparative

I would *sooner die* than tell a lie.—Comparative

8. A live ass is *stronger* than a dead lion.—Comparative

A dead lion is *not so strong as* a live ass.—Positive

9. *Very few* countries are *as hot as* India.—Positive

India is *hotter* than *most other* countries.—Comparative

India is *one of the hottest* countries.—Superlative

10. Platinum is *as heavy as* gold.—Positive

Gold is *not heavier than* platinum.—Comparative

11. *No other* singer in the school is *so good as* Hari.—Positive

Hari is the *best singer* in the school.—Superlative

Hari is *better than any other* singer in the school.

—Comparative

12. He was *one of the greatest* of Indian rulers.—Superlative

He was *greater than most other* Indian rulers.

—Comparative

*Very few* Indian rulers were *so great as* he.—Positive

#### Rule V. Interchange of Voice

Active Voice को Passive Voice में बदलने के लिये नियमों को देखें—

(i) Subject को Object बना दें।

(ii) Object को Subject बना दें और इसके पहले by का प्रयोग करें।

(iii) (a) Verb के पहले एक verb को 'to be' (am, is, are, was, were, be, been, being) का प्रयोग Subject के Number और Verb के Tense के अनुसार करें।

(b) Verb को Past Participle (Verb के होकर) रूप में रखें।

एक प्रकार वाक्य का Verb इस तरह हो जाता है—

*Verb 'to be' + Past participle.*

इन नियमों को मद्दर से इन वाक्यों के voice को हम एक प्रकार बहुत ही आसानी से बदल सकते हैं—

1. Mohan teaches Sohan.—Active

Sohan is taught by Mohan.—Passive



2. I respect him.—*Active*

He is respected by me.—*Passive*

### Verb 'to be'

कुछ वाक्यों की बनाकर Active Voice में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

### Verb 'to have'

कुछ वाक्यों की बनाकर Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

### May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should, would verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should would के बाद be आता है और be के बाद verb का Past Participle रूप। सबके वाक्यों के Active Voice में have + Past Participle रहता है, जब Passive Voice में have been + Past Participle का प्रयोग होता है।

इन वाक्यों पर ध्यान दें—

1. I can help him.—*Active*

He can be helped by me.—*Passive*

2. I should help him.—*Active*

He should be helped by me.—*Passive*

3. I should have helped him.—*Active*

He should have been helped by me.—*Passive*

### Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object;  
जैसे—

I look after him.

यहाँ after एक preposition है और him एक object. Active से Passive में बदलने पर ऐसे Prepositions को ज्यों का त्यों रख दिया जाता है और Prepositions के बाद by का प्रयोग इस प्रकार किया जाता है—

Preposition + by + Object

उन उदाहरणों को देखें—

1. I look after him.—*Active*

He is looked after by me.—*Passive*

2. I am searching for him.—*Active*

He is being searched for by me.—*Passive*

Caution—कुछ verbs के बाद Passive Voice में by का प्रयोग नहीं होता है। इनमें by के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

उन वाक्यों को देखें—

1. He satisfied everybody.—*Active*

Everybody was satisfied with him.—*Passive*

2. He knows me.—*Active*

I am known to him.—*Passive*

3. Her conduct shocked me.—*Active*

I was shocked at her conduct.—*Passive*

4. His reply surprised me.—*Active*

I was surprised at his reply.—*Passive*

5. This book has greatly interested me.—*Active*

I have been greatly interested in this book.—*Passive*

### Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। उन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ teaches के बाद दो objects (me, English) आये हैं। इनमें me सजीव है और English निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*He is respected by me.—*Passive*

## Verb 'to be'

कुछ वाक्यों की बनाने Active Voice में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*He is to be helped by me.—*Passive*2. I was to help him.—*Active*He was to be helped by me.—*Passive*3. We are to help him.—*Active*He is to be helped by us.—*Passive*

## Verb 'to have'

कुछ वाक्यों की बनाने Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*He has to be helped by me.—*Passive*2. We have to help him.—*Active*He has to be helped by us.—*Passive*3. You have to help us.—*Active*We have to be helped by you.—*Passive*

## May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should/would + verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might/should/would के बाद be आता है और be के बाद verb का Past Participle रूप। वरन् वाक्यों के Active Voice में have + Past Participle रहता है, तब Passive Voice में have been + Past Participle का प्रयोग होता है।

इन वाक्यों पर ध्यान दें—

1. I can help him.—*Active*He can be helped by me.—*Passive*2. I should help him.—*Active*He should be helped by me.—*Passive*

3. I should have helped him.—*Active*

He should have been helped by me.—*Passive*

### Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object;  
जैसे—

I look *after* him.

यहाँ after एक preposition है और him एक object. Active से Passive में बदलने पर ऐसे Prepositions को ज्यों का त्यों रख दिया जाता है और Prepositions के बाद by का प्रयोग इस प्रकार किया जाता है—

Preposition + by + Object

एक उदाहरणों को देखें—

1. I look after him.—*Active*

He is looked after by me.—*Passive*

2. I am searching for him.—*Active*

He is being searched for by me.—*Passive*

Caution—कुछ verbs के बाद Passive Voice में by का प्रयोग नहीं होता है। इनमें by के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

एक वाक्यों को देखें—

1. He satisfied everybody.—*Active*

Everybody was satisfied *with* him.—*Passive*

2. He knows me.—*Active*

I am known *to* him.—*Passive*

3. Her conduct shocked me.—*Active*

I was shocked *at* her conduct.—*Passive*

4. His reply surprised me.—*Active*

I was surprised *at* his reply.—*Passive*

5. This book has greatly interested me.—*Active*

I have been greatly interested *in* this book.—*Passive*

### Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। इन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ teaches के बाद दो objects (me, English) आये हैं। इनमें me सजीव है और English निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*

He is respected by me.—*Passive*

### Verb 'to be'

कुछ वाक्यों की बनाने Active Voice में इस प्रकार की रहती है—

am/is/are/was/were + to + verb.

ऐसे वाक्यों के Passive Voice में am/is/are/was/were के बाद to be बाना और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

### Verb 'to have'

कुछ वाक्यों की बनाने Active Voice में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के Passive Voice में has/have/had के बाद to be बाना और to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

### May/can/should etc. + verb

कुछ वाक्यों के Active Voice में can/could/may/might/should would verb रहता है। ऐसे वाक्यों के Passive Voice में can/could/may/might should would के बाद be बाना है और be के बाद verb का Past Participle रूप। ऐसे वाक्यों के Active Voice में have + Past Participle रहता है। तब Passive Voice में have been + Past Participle का प्रयोग होता है।

एक वाक्यों पर ध्यान दें—

1. I can help him.—*Active*

He can be helped by me.—*Passive*

2. I should help him.—*Active*

He should be helped by me.—*Passive*

3. I should have helped him.—Active

He should have been helped by me.—Passive

### Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object; जैसे—

I look *after* him.

यहाँ after एक preposition है और him एक object. Active से Passive में बदलने पर ऐसे Prepositions को क्यों का ल्यों रख दिया जाता है और Prepositions के बाद by का प्रयोग इस प्रकार किया जाता है—

Preposition + by + Object

एक उदाहरणों को देखें—

1. I look after him.—Active

He is looked after by me.—Passive

2. I am searching for him.—Active

He is being searched for by me.—Passive

**Caution**—कुछ verbs के बाद Passive Voice में by का प्रयोग नहीं होता है। इनमें by के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

एक वाक्यों को देखें—

1. He satisfied everybody.—Active

Everybody was satisfied *with* him.—Passive

2. He knows me.—Active

I am known *to* him.—Passive

3. Her conduct shocked me.—Active

I was shocked *at* her conduct.—Passive

4. His reply surprised me.—Active

I was surprised *at* his reply.—Passive

5. This book has greatly interested me.—Active

I have been greatly interested *in* this book.—Passive

### Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। उन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ teaches के बाद दो objects (me, English) आये हैं। इनमें me सजीव है और English निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों को Passive Voice में इस प्रकार बदलना चाहिए—

2. I respect him.—*Active*

He is respected by me.—*Passive*

### Verb 'to be'

कुछ वाक्यों की बनावट *Active Voice* में इस प्रकार की रहती है—

am/is/are/was/were/ + to + verb.

ऐसे वाक्यों के *Passive Voice* में am/is/are/was/were के बाद to be आता है और to be के बाद verb का Past Participle रूप; जैसे—

1. I am to help him.—*Active*

He is to be helped by me.—*Passive*

2. I was to help him.—*Active*

He was to be helped by me.—*Passive*

3. We are to help him.—*Active*

He is to be helped by us.—*Passive*

### Verb 'to have'

कुछ वाक्यों की बनावट *Active Voice* में इस तरह की रहती है—

has/have/had + to + verb.

ऐसे वाक्यों के *Passive Voice* में has/have/had के बाद to be आता है to be के बाद verb का Past Participle रूप; जैसे—

1. I have to help him.—*Active*

He has to be helped by me.—*Passive*

2. We have to help him.—*Active*

He has to be helped by us.—*Passive*

3. You have to help us.—*Active*

We have to be helped by you.—*Passive*

### May/can/should etc. + verb

कुछ वाक्यों के *Active Voice* में can/could/may/might/should/would + verb आता है। ऐसे वाक्यों के *Passive Voice* में can/could/may/might/should/would के बाद be आता है और be के बाद verb का Past Participle रूप; जैसे—  
वाक्यों के *Active Voice* में have + Past Participle आता है,   
में have been + Past Participle का प्रयोग

इन वाक्यों पर ध्यान दें—

1. I can help him.

He can be helped.

2. I should :

He :

3. I should have helped him.—*Active*He should have been helped by me.—*Passive*

## Verb + Preposition + Object

कभी-कभी Verb के बाद कोई Preposition आता है और उसके बाद Object;  
इससे—

I look after him.

यहाँ after एक preposition है और him एक object. Active से Passive बदलने पर ऐसे Prepositions को वही का त्वर रख दिया जाता है और Prepositions के बाद by का प्रयोग इस प्रकार किया जाता है—

## Preposition + by + Object

इन उदाहरणों को देखें—

1. I look after him.—*Active*He is looked after by me.—*Passive*2. I am searching for him.—*Active*He is being searched for by me.—*Passive*

**Caution**—कुछ verbs के बाद Passive Voice में by का प्रयोग नहीं होता है। इनमें by के बदले किसी दूसरे उपयुक्त Preposition का प्रयोग होता है।

इन वाक्यों को देखें—

1. He satisfied everybody.—*Active*Everybody was satisfied with him.—*Passive*2. He knows me.—*Active*I am known to him.—*Passive*3. Her conduct shocked me.—*Active*I was shocked at her conduct.—*Passive*4. His reply surprised me.—*Active*I was surprised at his reply.—*Passive*5. This book has greatly interested me.—*Active*I have been greatly interested in this book.—*Passive*

## Verb + Object + Object

कुछ वाक्यों में Active Voice में verb के बाद दो-दो objects रहते हैं। इन objects में एक सजीव रहता है, दूसरा निर्जीव; जैसे—

He teaches me English.

यहाँ teaches के बाद दो objects (me, English) आते हैं। पहले me सजीव है और English निर्जीव। सजीव Object को Indirect Object कहा जाता है और निर्जीव को Direct Object। ऐसे वाक्यों की Passive Voice में यह प्रकार बदलना पड़ता है—



सभी object को Passive में Subject बना दें। दूसरे-दूसरे परिवर्तन तात्पर्य नियमों के अनुसार हो करें। इस नियम का ध्यान रखकर हमें इस वाक्य का Passive Voice इस प्रकार बनाना चाहिए—

He teaches me English.—*Active*

I am taught English by him.—*Passive*

उक्त लोग निर्गौर object को Subject बनाकर इस प्रकार Passive Voice बनाने हैं—

He teaches me English.—*Active*

English is taught me by him.—*Passive*

ऐसा करना गलत तो नहीं कर। या सकता पर वह प्राथमिक श्रेणी के अनुकूल नहीं है। इसलिए आप सभी object को ही Subject बनाकर Passive Voice में परिवर्तन करें।

### Interrogative Sentences

Interrogative Sentences with *do/does/did*.

हमने *Interrogative Sentences* में *do/does/did* का प्रयोग किया है। ऐसे वाक्यों का Passive Voice में बदलने के लिए इन नियमों की सहायता लें—

(i) *Do, does, did* को वाक्यों से हटा दें और हम प्रकार के *Assertive Sentence* बना दें। उनके बाद हम वाक्य का voice के नियमानुसार *Passive* में बदल दें।

जब देखेंगे कि ऐसी वाक्यों में *do/does/did* के बदले, object के Number और verb के Tense के अनुसार *am/is/are/was/were* और verb 'to be' का प्रयोग होता है।

(ii) उनके बाद हम वाक्य को *Interrogative sentence* में बदल दें।

हम वाक्य को देखें—

Did he abuse you?—*Active (Interrogative)*

—He *did* abuse you—*Active (Assertive)*

—He *abused* you—*Active (Assertive)*

—You *were* abused by him—*Passive (Assertive)*

—Were you abused by him?—*Passive (Interrogative)*

इस प्रकार, "Did he abuse you" का Passive Voice था *Were you abused by him?*

इस प्रकार और हैं—

1. Why *did* he beat you?—*Active (Interrogative)*

—Why *did* he beat you?—*Active (Assertive)*

—Why *were* you beaten by him?—*Passive (Interrogative)*

2. Does he prepare his lessons?—*Active*

—He *prepares* his lessons—*Active*

—Are lessons prepared by him?—*Passive*

3. When did he help me ?—*Active*  
 = When he helped me ?—*Active*  
 = When was I helped by him ?—*Passive*

### Interrogative Sentences without do/does/did

कुछ से Interrogative sentences में do/does/did का प्रयोग नहीं होता, क्योंकि उनमें दूसरे-दूसरे auxiliary verbs आते हैं; जैसे—

1. Will he write a book ?—*Active*
2. When will he write a book ?—*Active*
3. Are you writing a book ?—*Active*
4. Can you write a book ?—*Active*

इन वाक्यों में do/does/did का प्रयोग नहीं हुआ है। ऐसे वाक्यों का Passive Voice साधारण नियमों के अनुसार ही (जिनकी चर्चा पहले हो चुकी है) बनता है; जैसे—

1. Will a book be written by him ?—*Passive*
2. When will a book be written by him ?—*Passive*
3. Is a book being written by you ?—*Passive*
4. Can a book be written by you ?—*Passive*

### Interrogative Sentences with 'who'

कुछ Interrogative sentences में 'who' आता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इस नियम को याद रखें—

**Rule I.** Interrogative sentence को 'By whom' से आरम्भ करें। इसका यह अर्थ होता है कि 'who' का प्रयोग Passive Voice में नहीं होगा। दूसरे-दूसरे परिवर्तन वही नियमों के अनुसार होते हैं जिन पर हम लोगों ने पहले ही विचार कर लिया है।

इस वाक्य को देखें—

Who gave you this book ?—*Active*

By whom was this book given ?—*Passive*

एक-दो वाक्य और लें—

1. Who will answer this question ?—*Active*  
 By whom will this question be answered ?—*Passive*
2. Who can save the country ?—*Active*  
 By whom can the country be saved ?—*Passive*

### Imperative Sentences

#### Imperative Sentences : order/command

कुछ से Imperative Sentences से order या command का बोध होता है। उन्हें Passive Voice में इस प्रकार बदलें—

सर्वाव object को Passive में Subject बना दें। दूसरे-दूसरे परिवर्तन वचन नियमों के अनुसार ही करें। इन नियम का ध्यान रखकर हमें इन वाक्यों का Passive Voice इस प्रकार बनाना चाहिए—

He teaches me English.—*Active*

I am taught English by him.—*Passive*

बुछ लोग निर्जीव object को Subject बनाकर इस प्रकार Passive Vo बनाने हैं—

He teaches me English.—*Active*

English is taught me by him.—*Passive*

ऐसा करना गलत तो नहीं कहा जा सकता पर यह आधुनिक प्रयोग के अनुसार नहीं। इसलिए जब सर्वाव object को ही Subject बनाकर Passive Voice में परिवर्तन करें।

### Interrogative Sentences

Interrogative Sentences with *do/does/did*.

बहुत से Interrogative Sentences में *do/does/did* का प्रयोग होता है। ये वाक्यों को Passive Voice में बदलने के लिए इन नियमों को सहायता दें—

(i) *Do/does/did* को वाक्यों से हटा दें और इस प्रकार उल्टे Assertive Sentence बना दें। उसके बाद वन वाक्य का voice के नियमानुसार Passive में बदल दें।

जब देखें कि ऐसी हासल में *do/does/did* के बदले, object के Number व verb के Tense के अनुसार *am/is/are/was/were* आदि verb 'to be' का प्रयोग होता है।

(ii) उसके बाद इस वाक्य को Interrogative sentence में बदल दें।

इस वाक्य को देखें—

Did he abuse you?—*Active (Interrogative)*

= He *did* abuse you—*Active (Assertive)*

= He *abused* you—*Active (Assertive)*

= You were abused by him—*Passive (Assertive)*

= Were you abused by him? —*Passive (Interrogative)*

इस प्रकार, 'Did he abuse you' का Passive Voice हुआ 'Were you abused by him' ?

इस वाक्य और लें—

1. Why did he beat you?—*Active (Interrogative)*

= Why he beat you—*Active (Assertive)*

= Why were you beaten by him?—*Passive (Interrogative)*

2. Does he prepare his lessons? —*Active*

= He prepares his lessons—*Active*

= Are lessons prepared by him? —*Passive*

3. When did he help me?—*Active*  
 = When he helped me?—*Active*  
 = When was I helped by him?—*Passive*

#### Interrogative Sentences without do/does/did

बहुत से Interrogative sentences में do/does/did का प्रयोग नहीं होता, क्योंकि इनमें दूसरे-दूसरे auxiliary verbs होते हैं; जैसे—

1. Will he write a book?—*Active*
2. When will he write a book?—*Active*
3. Are you writing a book?—*Active*
4. Can you write a book?—*Active*

इन वाक्यों में do/does/did का प्रयोग नहीं हुआ है। ऐसे वाक्यों का Passive Voice वाक्यान्त नियमों के अनुसार हो (जिनकी चर्चा पहले हो चुकी है) बनता है; जैसे—

1. Will a book be written by him?—*Passive*
2. When will a book be written by him?—*Passive*
3. Is a book being written by you?—*Passive*
4. Can a book be written by you?—*Passive*

#### Interrogative Sentences with 'who'

कुछ Interrogative sentences में 'who' आता है। ऐसे वाक्यों को Passive Voice में बदलने के लिए इस नियम को याद रखें—

**Rule 1.** Interrogative sentence को 'By whom' से आरम्भ करें। इसका यह अर्थ होता है कि 'who' का प्रयोग Passive Voice में नहीं होगा। दूसरे-दूसरे परिवर्तन यही नियमों के अनुसार होवे हैं जिन पर हम लोगों ने पहले ही विचार कर लिया है।

इस वाक्य को देखें—

Who gave you this book?—*Active*

By whom was this book given?—*Passive*

एक-दो वाक्य और लें—

1. Who will answer this question?—*Active*  
 By whom will this question be answered?—*Passive*
2. Who can save the country?—*Active*  
 By whom can the country be saved?—*Passive*

#### Imperative Sentences

##### Imperative Sentences : order/command

बहुत से Imperative Sentences से order या command का बोध होता है। इन Passive Voice में इस प्रकार बदलें—

Rule I. वाक्य में अपनी ओर से *Let* का प्रयोग करें और उसे वाक्य के आरम्भ में रखें।

Rule II. वाक्य में *be + Past Participle* का प्रयोग करें, *is/are* आदि का नहीं। इन वाक्यों को देखें—

1. Bring a glass of water.—*Active*  
Let a glass of water be brought.—*Passive*
2. Turn him out.—*Active*  
Let him be turned out.—*Passive*

Note— ऐसे वाक्यों में *by you* का प्रयोग नहीं करना चाहिए।

### *Imperative Sentences : advice/request*

इस Imperative sentences से परामर्श या प्रार्थना (*advice/request*) का वाक्य प्रकट होता है। इनका परिवर्तन *should be + Past Participle* द्वारा करें, *Let* के द्वारा नहीं; जैसे—

1. Love your country.—*Active*  
Your country should be loved.—*Passive*
2. Feed the poor.—*Active*  
The poor should be fed.—*Passive*
3. Help your friends.—*Active*  
Your friends should be helped.—*Passive*

इसका परिवर्तन *Let* के द्वारा भी हो सकता है, पर वह अच्छा नहीं लगता; जैसे—

Let the country be loved.—*Passive*

इसलिए ऐसे वाक्यों का परिवर्तन *should be + Past Participle* के द्वारा ही करना अच्छा होगा।

Note— यदि Imperative Sentences में *please, kindly* इत्यादि शब्द हैं तो उनका प्रयोग *Passive Voice* में मत करें।

### *EXERCISES WORKED OUT*

1. The book has greatly interested me.  
I have been greatly interested in the book.
2. I found the boys laughing at me.  
I found myself being laughed at by the boys.
3. Hew down the bridge.  
Let the bridge be hewn down.
4. Tell him to leave the room at once.  
Let him be told to leave the room at once.
5. The house is rapidly building.  
The house is being built rapidly.

6. *He taught her to read Hindi.*  
*She was taught to read Hindi by him.*
7. *I was taught to speak English by the teacher.*  
*The teacher taught me to speak English.*
8. *The students loudly cheered the Governor's speech.*  
*The Governor's speech was loudly cheered by the students.*
9. *Brutus accused Caesar of ambition.*  
*Caesar was accused of ambition by Brutus.*
10. *He was chosen their leader.*  
*They chose him their leader.*
11. *By whom was this poem written ?*  
*Who wrote this poem ?*
12. *The king gave orders that he should be set free.*  
*Orders were given by the king to set him free.*
13. *He made the pupils do the work.*  
*The pupils were made to do the work.*
14. *We expect good news.*  
*Good news is expected by us.*
15. *What cannot be cured must be endured.*  
*We must endure what we cannot cure*
16. *The Headmaster gave him a prize.*  
*He was given a prize by the Headmaster.*  
*A prize was given to him by the Headmaster.*

#### Rule VI. Interchange of Interrogative and Assertive Sentences

कुछ ऐसे Interrogative sentences होते हैं जो जब के अनुसार Assertive होते हैं। इसलिए ऐसे Interrogative sentences को Assertive में बदलने के लिए वाक्य (i) वाक्य में पहले Subject को रखें और उसके बाद Verb को; (ii) प्रत्ययवाचक बिंदु (Note of Interrogation) के बदले full stop का प्रयोग करें, और (iii) यदि Interrogative sentence में not नहीं रहे, तो Assertive में not का प्रयोग करें, पर यदि Interrogative sentence में not रहे तो Assertive में not का प्रयोग नहीं करें; जैसे—

- Who would not run from a lion ?—Interrogative.*  
*Everyone would run from a lion.—Assertive.*  
*Can the deaf hear ?—Interrogative.*  
*The deaf cannot hear.—Assertive.*  
*Can human nature change ?—Interrogative.*  
*Human nature cannot change.—Assertive.*  
*Does God not help helpless men ?—Interrogative.*  
*God helps helpless men.—Assertive.*

*Should you not love your mother ?*—Interrogative.

*You should love your mother.*—Assertive.

इन नियमों की मदद से आप Assertive sentences को Interrogative sentences का रूप दे सकते हैं।

### EXERCISES WORKED OUT

1. If you prick us, *do we not bleed ?*—Interrogative

If you prick us, *we bleed.*—Assertive

2. If you poison us, *do we not die ?*—Interrogative

If you poison us, *we die.*—Assertive

3. *Were you not sent* to school to study ?—Interrogative

*You were sent* to school to study.—Assertive

4. *Who is here so rude as not to love his country ?*

—Interrogative

*There is none* here so rude as not to love his country.

—Assertive

5. *Have I not warned* you of this danger over and over ?

—Interrogative

*I have warned* you of this danger over and over.

—Assertive

6. *This is not* the kind of dress to wear in school.—Assertive

*Is this* the kind of dress to wear in school ? —Interrogative

7. *There is nothing* better than hard work to cure nerves.

—Assertive

*Is there anything* better than hard work to cure nerves ?

—Interrogative

8. *No one* can put up with such conduct.

—Assertive

*Can anyone* put up with such conduct ? —Interrogative

9. *The beauty of nature is beyond* description.—Assertive

*Is not* the beauty of nature beyond description ?

—Interrogative

10. *We could not* have succeeded without your help.

—Assertive

*Could we* have succeeded without your help ?

—Interrogative

### Rule VII. Interchange of Affirmative and Negative Sentences

Rule (a)—Negative sentences को Affirmative में बदलने के लिए Negative Verbs, Adverbs, Adjectives और Pronouns को Positive में transform करना पड़ता है; जैसे—

none but the brave = the brave alone; none but a coward = the coward alone or only a coward; not always = sometimes; not gone far = gone a little way; no one nation = more than one nation; cannot but = bound to; no one = everyone; never again = for the last time; no sooner than = as soon as, इत्यादि ।

एक काव्यों को देखें—

*None but* a coward would flee from his duty.—Negative

*Only a coward* would flee from his duty.—Affirmative

Learned men are *not always* judicious.—Negative

Learned men are *sometimes* wanting in judgment.

—Affirmative

*No sooner* had they heard the bell *than* they ran outside.

—Negative

*As soon as* they heard the bell, they ran outside.—Affirmative

He *cannot but* give me thanks.—Negative

He *is bound to* give me thanks.—Affirmative

*No one* will *deny* that your son has done his best.—Negative

Everyone will *admit* . . . best.—Affirmative

He *left no plan untried*.—Negative

He *tried every plan*.—Affirmative

His temper *did not improve* with age.—Negative

His temper became *worse* with age.—Affirmative

इसी प्रकार, यदि Affirmative sentence को Negative में बदलना हो, तो Positive Verbs, Adverbs, Adjectives और Pronouns को Negative में बदल दें; जैसे—doubtful = not sure; always = never; as soon as = no sooner than; all = none; quick understanding = slow understanding इत्यादि ।

एक वाक्यों के परिवर्तन पर ध्यान दें—

It *always* pours when it rains.—Affirmative

It *never* rains but it pours.—Negative

*As soon as* the master entered the room, everyone was silent.

—Affirmative

*No sooner* did the master enter the room than everyone was silent.—Negative

*Only* a little child would talk like this.—Affirmative

*None but* a little child would talk like this.—Negative

Where there *is smoke*, there *is fire*.—Affirmative

There *is no smoke* without fire.—Negative

*You alone* were to blame for this.—Affirmative



*None but you were to blame for this.*—Negative

*As soon as he saw her, he ran away.*—Affirmative

*No sooner did he see her than he ran away.*—Negative

Rule (b)—इस ऐसे भी Affirmative और Negative sentence होते हैं, जिसके Adjectives को Degree में बदल कर वाक्य को transform किया जाता है; जैसे—

*You are not taller than he is.*—Negative

*He is as tall as you are.*—Affirmative

*I am not so clever as you.*—Negative

*You are cleverer than I.*—Affirmative

*You are not better than your sister.*—Negative

*Your sister is as good as you.*—Affirmative

ऐसे वाक्यों को Affirmative से Negative और Negative से Affirmative बनाते समय (i) Adjective को Degree बदल देनी चाहिए; जैसे—Comparative को Positive में और Positive को Comparative में। (ii) Negative को Positive में बदलना चाहिए (not को हटा कर) तथा Positive को Negative में (not को जोड़ कर) और (iii) वाक्य की बनावट को बदल देना चाहिए (वाक्य के दूसरे भाग को पहले लिख कर तथा पहले भाग को अन्त में रख कर)।

ऊपर के वाक्यों को इन्हीं नियमों के सहारे बदला गया है।

#### Rule VIII. Interchange of Assertive and Exclamatory Sentences.

Rule (a)—यदि Exclamatory sentences में how वा what आये, तो उसे Assertive में परिवर्तित करने के लिए इन नियमों की सहायता लें—

(i) What वा how को हटा कर उसके बदले Adjective के पहले very का प्रयोग करें। (ii) यदि वाक्य में कोई Adjective आये, पर यदि वाक्य में Adjective नहीं रहे, तो Noun के पहले एक Adjective (great, terrible, dreadful वा wonderful इत्यादि) का प्रयोग करें और (iii) वाक्य को Assertive sentence का रूप दे दें, क्योंकि वाक्य में पहले Subject को रखें, उसके बाद Verb को, और अन्त में Adverb, Adjective और Noun को। Note of exclamation को भी हटा दें और उसके बदले full stop का प्रयोग करें; जैसे—

*How dreadful was the dream !*—Exclamatory

*The dream was very dreadful.*—Assertive

*What a problem it is !*—Exclamatory

*It is a great problem.*—Assertive

*What a lame excuse !*—Exclamatory

*That was a very lame excuse.*—Assertive

*What a piece of work is man !*—Exclamatory

*Man is a wonderful (great) piece of work.*—Assertive

*O what a foolish question to ask !*—Exclamatory

It is a *very* foolish question to ask.—Assertive

What *sweet* delight a quiet life brings !—Exclamatory

A quiet life brings *very* sweet delight.—Assertive

How *sad* was the sight of the deserted city !—Exclamatory

The deserted city presented a *very* sad sight.—Assertive

Note (a)—यदि Exclamatory sentences में Subject और Verb छिपे हुए हों, तो Assertive में बदलते समय उन्हें स्पष्ट रूप से (अर्थात्सारा) प्रकट कर देना चाहिए; जैसे—How foolish ! = How foolish it is ! अब इस Exclamatory sentence को Assertive में आसानी से बदला जा सकता है—It is very foolish. इसी प्रकार, इस वाक्य को देखें—What a lame excuse ! = What a lame excuse it is or was ! अब इसे Assertive में बदल दें—It is (was) a very lame excuse.

Note (b)—यदि ऐसे वाक्यों में O, Ah आदि Interjection के प्रयोग हों, तो Assertive में बदलते समय उन्हें अवरुद्ध करा दें।

यदि Exclamatory sentence में O (Oh) that, O (Oh, Ah) to be, Would that या Alas that आये, तो इनके बदले Assertive में ऐसे Adjective (sad, strange आदि) या Verb (wish, desire) का प्रयोग करें, जिससे उन Interjections का वाक्य स्पष्ट हो जाय; जैसे—

*Would that* I had not wasted my time !—Exclamatory

*I wish* I had not wasted my time.—Assertive

*O that* the desert were my dwelling place !—Exclamatory

*I wish* that the desert were my dwelling place.—Assertive

*O that* he had a son !—Exclamatory

*I wish* that he had a son.—Assertive

*O to be* at home !—Exclamatory

*I wish* I were at home.—Assertive

*Alas that* he should die so young !—Exclamatory

*It is sad* that he should die so young.—Assertive

Rule (b)—कुछ Exclamatory sentence में if का प्रयोग होता है। ऐसे वाक्यों को Assertive बनाते समय if को हटा दें और उसके बदले wish या desire बतलाया जा प्रयोग करें; जैसे—

*If* I could only see him once !—Exclamatory

*I wish (desire)* to see him once.—Assertive

*If* I could only get one more chance !—Exclamatory

*I wish* to get one more chance.—Assertive

Rule (c)—यदि Exclamatory Sentences किसी Infinitive से आरम्भ हों, तो Assertive में बदलते समय उसे (Infinitive को) हटा दें और उसके बदले 'It is strange' या 'It is sad' का प्रयोग करके उन्हें Assertive sentence का रूप दे दें; जैसे—

*To think of his meeting me here !—Exclamatory*  
*It is strange that he should meet me here.—Assertive*  
*To imagine my seeing a ghost instead of my friend !*

—Exclamatory

*It is strange that I should see a ghost instead of my friend.*

—Assertive

## EXERCISES WORKED OUT

1. *If only I could see him reproach him for his ingratitude !*

—Exclamatory

*I wish I could see...ingratitude.—Assertive*

2. *O for the might that laid the traitor down !—Exclamatory*

*I wish I had (possessed) the might that...down.*

—Assertive

3. *O my son ! would that I were dead and you alive !*

—Exclamatory

*I wish that I were dead and my son alive.—Assertive*

4. *What a piece of work is man !—Exclamatory*

*Man is a wonderful piece of work.—Assertive*

5. *O that I were young again !—Exclamatory*

*I wish that I were young again.—Assertive*

6. *O that she were living to this day.—Exclamatory*

*I wish that she were living to this day.—Assertive*

7. *O if I could only raise the cover and look inside !*

—Exclamatory

*I wish to raise the cover and look inside.—Assertive*

8. *A horse ! a horse ! my kingdom for a horse !*

—Exclamatory

*A horse I must have, even at the price of my kingdom.*

—Assertive

9. *Too late ! too late ! you cannot come in now.—Exclamatory*

*It is now too late for you to come in.—Assertive*

10. *If I could only gain the first prize !—Exclamatory*

*I wish to gain the first prize.—Assertive*

11. *Well done !—Exclamatory*

*That was well done.*

*You have done well.*

} —Assertive

12. *A fireman, and afraid of sparks !—Exclamatory*

*It is strange that a fireman should be afraid of sparks.*

—Assertive

13. *I wish I had known that long ago.*—Assertive  
*Would that I had known that long ago !*—Exclamatory
14. *I wish I had never left my home.*—Assertive  
*Would that I had never left my home !*—Exclamatory
15. We had a *very merry* time of it last night.—Assertive  
*What a merry time we had of it last night !*—Exclamatory
16. A little knowledge is a *dangerous* thing.—Assertive  
*How dangerous a thing is a little knowledge !*—Exclamatory
17. I should like to see my native land again.—Assertive  
*If only I could see my native land again !*—Exclamatory
18. To think of our meeting in this lonely place !—Exclamatory  
*It is strange that we should meet in this lonely place.*  
—Assertive
19. He was the *tallest* man in the town.—Positive  
*There was no man in the town who was taller than he was.*  
—Negative
20. *All must admit* that he was a great writer.—Positive  
*No one can deny* that he was a great writer.—Negative
21. He *did not take long* to read this book.—Negative  
*He read the book very quickly.*—Positive
22. *Should not everybody* be taught his native language ?  
—Interrogative  
*Everybody should be taught his native language.*—Assertive
23. This story is *very beautifully* told.—Assertive  
*How beautifully this story is told !*—Exclamatory
24. Read this book to write English correctly.—Simple  
*Read this book and you will write English correctly.*  
—Compound  
*If you read this book you write English correctly.*  
—Complex

## EXERCISE

*Transform the following sentences as directed—*

1. *I wish I had never left the place.* (Turn into exclamatory)
2. *As soon as he saw the tiger, he fled.* (Turn into negative)
3. *America is one of the richest countries.* (Turn into positive)
4. *He was too sad to speak a word.* (Remove 'too')
5. *How low has he fallen !* (Turn into assertive)
6. *The police is searching for the thief.* (Turn into passive)
7. *This fact is too evident to require proof.* (Remove 'too')
8. *He leads a miserable life.* (Turn into exclamatory)

9. Can I ever forget him ? (Turn into passive)
  10. Who would not love his country ? (Turn into assertive)
  11. No one saw a brighter day than this. (Turn into interrogative)
  12. This is the most beautiful pearl I have ever seen , (Turn into positive)
  13. We shall be blamed by our countrymen. (Turn into active voice)
  14. I found him laughing at me. (Turn into passive voice)
  15. I made him sing a song (Turn into passive voice)
  16. I wrote him a letter. (Turn into passive voice)
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## CHAPTER XVIII

### IDIOMS AND PHRASES

#### 1. COMMON MISCELLANEOUS PHRASES

##### ( A )

I do not know even the *A B C* (साधारण ज्ञान) of science.

Old men cannot enjoy *animal spirits* (स्वस्थ युवावस्था की प्रवृत्तता).

Kashmir is an *apple of discord* (कलह की वस्तु) between India and Pakistan.

My son is the *apple of my eye* (प्यारा, दुलारा).

The *Argus-eyed* (दृष्टीपूर्ण, वैकी रहि वाला) lover watched his rival.

Many politicians have always their own *axe to grind* (स्वार्थमावना सिद्ध करना).

##### ( B )

If every woman turns a *blue stocking*, every home will become a club (a woman affecting literary tastes).

He won through *back-stairs influence* (अनुचित रूप से).

There is *bad blood* (तटस्थता) between Russia and America.

Even our reading-room is often turned into a *bear garden* (हल्ला और कागड़े का स्थान).

Life is not a *bed of roses* (आनन्दप्रद वस्तु).

Nehru was a *big gun* (महत्वपूर्ण व्यक्ति) in the world politics.

I took a *bird's-eye view* (सरसरी नजर) of the whole place.

*Birds of a feather* (एक तरह के लोग) flock together.

There is *black sheep* (नीच व्यक्ति) in every society.

The Nobel Prize is a *blue ribbon* (सर्वोच्च सम्मान) for a scholar.

Don't be proud of *blue blood* (उच्च कुल).

This piece of land is a *bone of contention* (द्वेष एवं कगड़े की वस्तु) between the two families.

Jagdish is my *bosom friend* (सच्चा एवं विश्वासी मित्र).

My *brown study* (मर्द-नापल अवस्था का स्वप्न) was rudely shaken.

##### ( C )

*Capital punishment* (मृत्यु-दण्ड) is rare now.

Patel was a man of *cast iron will* (हृद-जो हड़ न सके).

The issue was decided by a *casting vote* (निर्णायक मत).

Do not always build *castles in the air* (हवा में किला).

A soldier must not be *chicken-hearted* (कायर).

A *close fisted* (दृढ़) man is not happy.

There was a *close vote* (एक और विपक्ष में लगभग बराबर वोट) in my constituency.

There was a *cold blooded* (प्रचण्ड एवं निर्दयतापूर्ण) murder of the child.

There is a *cold war* (अश्वेतपूर्ण सम्बन्ध) between Russia and America.

That Shri Subhas Chandra Bose is yet alive is a *cock and bull story* (दुर्घटनापूर्ण, अविश्वसनीय बात).

She shed *crocodile tears* (दिखावटी आँसू) over the death of her step-son.

His case could not stand *cross-examination* (खिरा) in the court.

All protests against casteism are a *cry in the wilderness* (अस्पृश्य रोदन, व्यर्थ बल).

A *curtain lecture* (सुननागार में पत्नी की डाँट-डपट) is the worst thing for a husband.

### ( D )

*Damocles' sword* (अनिश्चित भावी खतरा) hangs over many a politician's head.

I am tired of my neighbour's *dog-in-the-manger policy* (जिस सिंघ के न अपना खान हो और न दूसरे का).

A graduate is a *drag in the market* (जिस वस्तु की माँग न हो) in our country.

Wine gives you *Dutch courage* (बशे का जोश) which goes down soon.

### ( F )

A candidate gets credit for a *fair hand* (आजानो से पकड़ी जा सकने वाला साफ़ खिलावर).

The *fair sex* (नारी) is tender by nature.

A *fair-weather friend* (धुल का साथी) leaves us in trouble.

One has to pay a *fancy price* (मनमाना दाम) in the black market.

My woollen suit has *fast colour* (एका रंग).

No religion encourages *fast living* (धोत-बिलाप का जीवन).

In the company of old men I feel like a *fish out of water* (चरन या अद्विष्ट बरम्बा में होना).

*Flesh and blood* (मांस-रक्तमांस, मनुष्य-जाति) can bear it no longer.

If you hope to pass, you are in a *fool's paradise* (भ्रमो काता में).

One likes to enjoy *forty winks* (दिन में थोड़ी नींद) in summer.

He is a *free lance* (स्वतन्त्र) politician.

The student was fined for taking *French leave* (बिना जाह्जा या सूचना की अनुपस्थिति).

At the time of my brother's appointment I found in Ram a *friend at court* (सहायता करने वाला).

(G)

Holi is a *gala day* (आनन्द-उत्सव का दिन) for the Hindus.

Mere *gift of the gab* (चतुराईपूर्वक भार-पवाह बोलने की शक्ति) is not enough for real success.

You can be happy only when you follow the *golden mean* (मध्यमार्ग).

Both hard labour and capital are needed to keep it a *going concern* (चाबू कारबार).

He proved a *good Samaritan* (दयालु व्यक्ति) to me in my need.

All the actors dressed themselves in the *green room* (जिस कमरे में गायक के राज ठेकाई करते हैं).

(H)

In the accident he had a *hair-breadth escape* (बाल-बाल बचना).

A *hen-pecked husband* (पत्नी की कड़की छुनने और सहने वाला) cannot help his brother.

(I)

The riot was suppressed with an *iron hand* (कड़वाँ हाथ).

Hitler was man of *iron will* (जड़ निरचय).

(J)

If you are a *jack of all trades* (जो आदमी किसी भी काम में निपुण न हो सको है हाथ वाले) you are master of none.

You should not employ a *jail bird* (नामो अपराधी को बराबर जेल ही में रहे) to guard your house.

Don't look at this problem with *jaundiced eye* (द्वेष के साथ, वृक्षान की दृष्टि से).

(L)

The commander's *laconic speech* (जलंकार-रहित छोटा भाषण) was effective.

His foolish argument made him the *laughing stock* (मजाक की चीज) of all.

Every teacher must have a bit of *learned leisure* (विद्वत्पार्जन का अवकाश).



Even to-day capital gets *lion's share* (अनुचित रूप से बहुत बड़ा हिस्सा) in production.

The police couldn't detect the *light-fingered person* (छोटी-छोटी चीजों में चुस्त चालाक आदमी) who took away my pen.

A student must be a *light sleeper* (स्वान-निद्रा वाला).

The *long and short* (सारथि) of what I mean to say is that you must be honest.

The silken *long clothes* are lovely (बच्चे की पोशाक).

### (M)

Mrs. Smith's *maiden name* was Miss Jones (विवाह के पहले का नाम).

The M.P.'s *maiden speech* (जीवन में प्रथम सार्वजनिक भाषण) was so impressive.

Dr. Jha was a *man of letters* (विद्वान्, साहित्यिक).

Pandit Nehru was a *man of parts* (असाधारण गुण वाला मनुष्य).

One must be a *man of spirit* (साहसी मनुष्य).

What help can you expect from a *man of straw* (बहिरसमीन दुबल) ?

Modern English poetry is not meant for *the man in the street* (साधारण आदमी).

His discovery of a gold-mountain proved to be a *mare's nest* (गो विचार या आश्चर्य की वस्तु साबित हो).

This Bill is still a *moot point* (बहुत को बात; बिना निश्चय बिना इतना विवाद).

Birbal is well known for his *mother wit* (स्वाभाविक चतुराई).

### (N)

Hitler's conquest was a *nine days' wonder* (जो बरना कुछ समय तक केवल और उठेना पैदा करके समाप्त हो जाय).

### (O)

An *olly tongue* (झोटी, गुलाबरी बोल) is a master-key to worldly success.

A reader must have an *open mind* (गुला मस्तिष्क) about a poem before he has read it.

Zamindari abolition is no longer an *open question* (बहसियर, बिना फैसले बिना हुआ विषय).

It is an *open secret* (जो गुप्त बात सबको मालूम हो) that casteism is a key to promotion in Bihar.

The situation is *out of hand* (बन के बहक).

( P )

Shakespeare wrote his plays during the *palmy days* (सुख-समृद्धि का समय) of Elizabeth's reign.

Several inventions have proved themselves to be a *Pandora's box* (परदान के रूप में अभिशाप) for mankind.

This work seems to be a *Penelope's web* (जिस काम का अन्त न हो).

Every nurse gets *pin money* (बच्चादि के लिए पैसे).

The refugees did not find it all *plain sailing* (आसानी से बढ़ना) when they settled down in new places.

I gave a *point blank* (स्पष्ट रूप से) refusal.

You should take up the issue only after you have weighed the *pros and cons* (एक ओर विपक्ष में तर्क) connected with it.

( Q )

He is a *queer fish* (अजीबो, सनकी) and so cannot pull on with anybody.

Our mud-built Assembly Hall was surely a *quixotic project* (विपद्पूर्ण, हवावास्तव योजना).

( R )

One must lay by something against a *rainy day* (दुर्दिन).

*Raw spirits* (नशीली तराब) made him almost mad.

There is no *ready money* (नकद पैसे) with me now.

The 15th of August is a *red-letter day* (ऐसा शोभाय का, अत्यन्त महत्वपूर्ण दिन) in India.

Inefficient officers practise *red-tapism* (दफ्तर का लीर-लरीका, आकित का विष-स्वहात).

During the last world war Russia and England were tied together with a *rope of sand* (आसानी से टूटने वाला बन्धन).

Every work can't be done by the *rule of thumb* (विश्वहीन व्यावहारिक अनुभव).

I cannot rely upon him, for he is a *broken reed* (बजबजोर और अश्वथनीय आदमी).

( S )

The black-marketeer got off *scot free* (बिना सजा के, जुमाने के दा कर बिना दण्ड).

When one has to choose between friend and country, one is between *Scylla and Charybdis* (दुश्च-संकर).

There is a *screw loose* (आलसिक दोष) in him.

Religion is the *sheet-anchor* (रक्षक सहारा) of life.

There is no short cut (मीठा और छोटा रास्ता) to real progress.

When the ship sank people escaped with the skin of their teeth (एक हड्डी का एक टुकड़ा बच कर)।

The business is going down because of my sleeping partner (निद्रा साथी)।

This work cannot be done quickly by a slow coach (सुन्दा और धीमा यात्री) like my servant.

Even a small fry (छोटा मछली) like me can do some service to the country.

You tried hard for wealth and fame but in vain. Now you call them rubbish. These are sour grapes indeed (खट्टे बंगूर कीन छाव)।

A snake is the grass (डिवा घुसा हाथ) is more dangerous than an open enemy.

You must use soft powder (मुहामर) to win his favours.

Power and prestige are sour grapes (खट्टा बंगूर) to disappointed leaders.

Mango is a sweet fruit (खट्टे कीम खाता)।

My friend's house is not more than a stone's throw (तमीच) from mine.

Let us help these street Arabs (अनाथ बच्चे)।

The 'Death Of The Moth' is the swan song (मृत्यु के ठीक पहले की कवा वा कवय) of Virginia Woolf.

### ( T )

One must work, for mere tall talk (परीकषरी जम्बो-बोड़ी बात) won't do.

Most of the villagers do not know even the three R's (पढ़ना लिखना)।

### ( U )

There is no room for the upper ten (उच्च वर्ग के रहस) in a socialist pattern of society.

The hard school days (गुल-गुल, परिश्रम) of life make you wiser.

The idea of World Brotherhood is a utopian scheme (काल्पनिक भ्रातृत्व की योजना जो पूरी न हो सके)।

### ( W )

When the ship sank, many men met a watery grave (जप-मर्णाद फंसे की डूब कीमत)।

The old man's presence threw a wet blanket (बोझ एवं गुनो को धर) on his children's mirth.

His name is a white elephant for a teacher (जिस छात्र का है नाम)।

The unscientific Gogra Project is a *wild-goose chase* (मूर्ख और लाभ रहित सांस्कृतिक कार्य).

## II. IDIOMS WITH VERBS

### [A] IDIOMS WITH VERB 'To Be'

He has *been after* (सोच में रहना) an employment but in vain.

I should *be up to* (समान होना) the tricks of my enemy.

A farmer must *be up and doing* (क्रियाशील होना) in rainy season.

Indian farmers *are not well off* (बनी, सुहावा).

Nehru *was born with a silver spoon in his mouth* (बनी परिवार में जन्म लेना या होना).

If you *are born under a lucky star*, you rise by leaps and bounds (दुर्लभ वस्तु में जन्म लेना).

I *am sick of* (तंग आ जाना) his misconduct.

To a hungry beggar every slice of bread *is worth its weight in gold* (खुद खोमती होना).

All his hard labour *was of no avail* (बेकार होना).

I *am ill at ease* (बसाल होना) with drunkards.

The thief *was caught red-handed* (सैंध पर पकड़ा जाना).

I *was all ears to* (ध्यान से सुनना) his speech.

She *is a capital hand* (निपुण होना) at cooking.

Stalin *was a host in himself* (महान् सक्तिसाजी होना).

His wild talks show that he *is off his head* (मानसिक संतुलन गड़ होना).

I have a servant *at my beck and call* (हस्तरे पर जाचना).

Communists and capitalists *are at daggers-drawn* (गहरी शत्रुता होना).

Ramanujan *was quite at home in* (निपुण होना) mathematics.

Thieves *are at large* (निरंतुर, स्वतंत्र होना) at night.

I *am at a loss* (धक्का जाना) to decide what to do.

I *am not at one* (एक राय का होना) with you.

The boy *is quite at sea* (सम्भ्रान्त होना) in general knowledge.

Books *are lying at sixes and sevens* (वितर-वितर होना).

When he failed, he *was at his wit's end* (निकर्तव्यविमूढ़ होना).

Who *is in the chair* (सभापति होना) at this meeting?

When monsoon fails, farmers *look as though they were in the doldrums* (वदानीय एवं ऊसाहदीन होना).

The boy *was in a fix* (संकट और घबड़ाहट में पड़ जाना) when his pen broke in the examination hall.

His action *is in keeping with* (समान होना) his speech.

A good boy *is in the good books* (खाशामन होना) of his teacher.

If you *are in your teens* (तेरह से उन्नीस वर्ष के बीच की अवस्था का होना) you can't get a responsible job.

Vinobaji *is in the van* (अपे रहना) of thinkers.

In the event of a world war America will find that she *is in the wrong box* (प्रतिकूल या बुरी दशा में पड़ना).

The Indian army *is on the alert* (सजग होना).

Capitalism *is on the wane* (घोरे-घोरे घटना) now.

He *is out of temper* (क्रुद्ध होना) even at trifles.

Colonialism *is on its last legs* (अन्तिम पड़ी में होना).

He was absent, because he *was out of sorts* (बोझा अवस्था में) today.

To fight in a church *is out of place* (असंगत होना).

She has been *out of her mind* (पगल होना) since her husband died.

I do not care if you go against me, because your opposition *is neither here nor there* (महत्वहीन होना).

An upstart *is full of himself* (धमकी होना).

#### [B] IDIOMS WITH OTHER VERBS

##### ( A )

My lawyer *acts for* (रदले में काम करना) me.

I *act from* (आत्म-प्रेरित हो कर काम करना) a sense of duty.

Heat *acts on* (असर पहुँचाना) metals.

You should *act up to* (अनुसार काम करना) my advice.

##### ( B )

He helped me in the beginning but *backed out* (लिसक जाना, पीछे हटना) at last.

You must *back up* (मदद करना) your friend.

My evidence will *bear out* (समर्थन करना) the charge.

Come to the point instead of *beating about the bush* (रबर-उपर को फिजूल बात करना).

*Blow out* (फूँक कर बुझाना) the candle.

The farmer *is breaking ground* (मोतना, काम शुरू करना).

When all were silent, I *broke the ice* (मौन भंग करना).

I *broke the news* (आकस्मिक या दुःखद समाचार कहना) to my friend about his father's death.

I saw the thief but he *broke away* (भाग जाना).

He *breaks in* (देनिंग देना) his horse every morning.

A thief *broke into* (अचानक बरबोरी डुपना) my house.

The lover's engagement *is broken off* (खत्म होना).

Pox has *broken out* (बचानक फैलना) in the town.

The college *broke up* (समाप्त या बन्द होना) for holidays.

Gandhiji *brought about* (किसी चीज के होने का कारण बनना) a great change in our country.

High prices have been *brought down* (नीचे से आना या नीचा दिखाना).

Trees *bring forth* (जन्म देना) new leaves in spring.

This inquiry *brought out* (प्रकाश में लाना) hidden things.

I was *brought up* (लालन-पालन होना या बड़ा बनना) by my mother.

Don't *brood over* the past (चिन्तामग्न होना).

( C )

My friend *called at* (किसी के घर पर घेरे करना) my house.

*Call in* (बुला लेना) a doctor at once.

The cry *called off* (ध्यान खींचना) my attention.

I *called on* (घेरे करना) my friend this morning.

A drowning man *calls out* (बिस्तराना) for help.

I cannot *call up* (याद करना) that old incident.

The teacher *called over* (नाम पुकारना) the roll numbers.

It is useless to *carry on* (बाधे बढ़ाना) this business.

He *carried out* (बांझानुसार काम करना) my wishes.

I *carried my point* (रहस में हारना) in the debate.

Our college team *carried the day* (जीतना) in the match.

The S. P. *carried matters with a high hand* (कड़ोरता से पेश आना).

My book *cast all the others into the shade* (कोका कर देना).

Don't *cast a slur upon* (कलंक लगाना) your great family.

When I *caught his eye* (ध्यान खींचना), I called him.

A drowning man will *catch at a straw* (संकट में तिनके का सहारा लेना).

America has *caught a Tartar* (बड़े रुज से पाला पड़ना) in Russia.

The secret has now *come to light* (सातुप होना).

How did the accident *come to pass* (होना) ?

His result *came (fell) short of* (आता है कम होना) my expectation.

At the M. A. Examination my brother *came off with flying colours* (सफलता पाना).

I *count upon* (विश्वासपूर्वक निर्भर होना) my friend's vote.

A merchant *cries up* (बढ़ाते करना) his own goods but *cries down* (कोटा समझना) those of others.

*Cut short* (छोटा करना) your speech.

His misbehaviour *cut me to the quick* (सामिक चोट पहुँचाना).

India alone can *cut the Gordian knot of* (विचोली समझना) को असाधारण रूप से हलकाना) world peace.

## ( D )

This merchant *deals in* (बताता है) rice.

You should *deal well by* (सम्भाल करके) your servant.

Please *deal out* (रिजत) the cards.

I have *nothing to do* (कोई काम नहीं है) with politics.

I must finish this work by 10 p. m. *by hook or by crook* (हो-थी तरह से करना—किसी भी तरीके से).

Do the story *into verse* (कविता में बदलना).

I am *done up* (बहना) under the pressure of work.

What does your argument *drive at* (तर्क करना) ?

The enemy was *driven out* (बना दिया जाना, निकाल दिया जाना).

The speaker *dwelt on* (विस्तारपूर्वक बोलना या सोचना) the subject well.

## ( E )

Lady Macbeth *egged Macbeth on* (बहाना) to murder.

## ( F )

Why do you *fight shy* of your teacher ? (नज़र बचाना)

Is it proper to *fall foul of* (विरोध होना) one's master ?

Boys were asked to *fall in* (एक कतार में खड़ा होना).

Sometimes even fast friends *fall out* (कलह करना).

Old laws are *falling into abeyance* (अव्यवहार में न रहना).

He *fell a prey* (हिकार होना—victim) to cholera.

My resolution *fell to the ground* (खण्ड होना) for want of support.

You must have something to *fall back upon* (सहारा लेना) in old age.

All my appeals *fell flat* (असर न होना) on the mob.

I *got ahead* (आगे बढ़ जाना) of others in the race.

His performance *fell short of* my expectation (कम होना).

## ( G )

It is through inquiry that we *get at* (पहुँचना) the truth.

I have *got back* (वापस पाना) the book from him.

While passengers were *getting down* (उतरना) and *getting in* (बढ़ना) the train, I lost my bag.

I *got over* (विजय पाना) the difficulty at last.

The boy was asked to *get out* (बाहर निकलना).

My son *got through* (पास करना) the examination.

Don't *get drunk* (शराब पी कर बेहोश हो जाना) on duty.

One must *get rid of* (हुरी चीज से छुटकारा पाना) bad habits.

He *got into hot water* (संकट में पड़ना) for committing a theft.

If you quarrel with your boss, you will get *into a scrape* (परी स्थिति में पड़ना) and then it is not easy to get *out of the scrape* (परी वा मुसीबत से निबटना).

We got *wind of* (समाचार सुनना) the proposed taxation beforehand.

Secta was *given away* (दूध रूप से दे दिया जाना) to Ram in marriage.

In the end the enemy *gave in* (कुचना).

A flower *gives out* (बाहर निकालना) its perfume.

He *gave over* (सुस्त करवा) charge to the new officer.

One must *give up* (दूध रूप से छोड़ना) bad habits.

A student should *give himself to* (अपने को लगाना) studies

When the boy came late again, I *gave him a bit of my mind* (दोष निकालना, डाँटना).

Don't *give the cold shoulder* (उदासीन भाव से बर्ताव करना) to your friend.

The house *gave way* (गिर जाना) during rains.

We should give bad company a *wide birth* (दूर रहना).

Please *give ear* (ध्यान देना) to my prayer.

Don't *give currency* (बाल करना) to baseless rumours.

A poet *gives vent to* (स्वक करना) his own feelings.

My dog *went after* (पिछा करना) the thief.

I have *given the go-by* (छोड़ना) to silly customs.

If I *go on* (जारी रखना) with my work, I will do it.

America and Russia cannot *go hand in hand* (मिल से एक साथ रहना).

Russia's recent attitude will *go a long way* (बहुत दूर तक जाना) in easing the world situation.

Let us *go to law* (कानून की मदद लेना) to decide the case.

Law can't *go out of its way* (निषमिन्न मार्ग से हटना) to help us.

We cannot say that those who try to reach the moon *go on a fool's errand* (शून्यतापूर्ण काम में लगना).

I am prepared to *go through fire and water* (सभी संकटों एवं बाधाओं का सामना करना) to help my friend.

## ( II )

I can't take up your work, because I *have my hands full* (बहुत कामों में लगा रहना).

If a businessman *has clean hands* (सिंहासदार रहना) he will prosper.

I have a *hand* (voice) in (काम में हाथ होना) the construction of the college-building.

I have English Grammar *at my finger's ends* (दूध रूप से परिचित होना).

This rule *holds good even to-day* (जारी रहना).

One *has a short memory* (स्मरणशक्ति निर्बल होना) in old age.



The boy *had not the face (cheek)* (मुझाहस होना) to argue with the Principal.

Some of the printing presses *have too many irons in the fire* (एतने अधिक काम में लग जाना कि कुछ काम सराब हो जाय या जड़रा रह जाय).

The talkative boy was asked to *hold his tongue* (चुप रहना).

A great man is humble; he does not *hold his head high* (बदमाश से सिर ऊँचा करना).

I *hold it true* (सत्य मानना) that duty is rewarded. Hold true = to continue to be true.

The advancing army was *held back* (रोके हटा दिया जाना).

The spirited horse was *held in* (रोक कर रखा जाना).

The judgment in this case is *held over* (स्थगित रखा जाना).

*Keep in with* (मेल में रहना) your neighbour.

*Keep off* (अलग रहना) bad company.

Military plans are *kept dark* (छिपा कर रखा जाना).

Flatterers should be *kept at arm's length* (दूर रखा जाना).

You must live economically to *keep your head above water* (बर्बाद या कष्ट से अलग रहना).

If you *keep good hours* (सबेरे घर सोटना वा सोना) it will keep you fit, but if you *keep bad hours or late hours* (देर से घर सोटना वा सोना) you will fall ill.

Many labourers do not get as much as would *keep their body and soul together* (जिन्दा रहना).

Our farmers work hard to *keep the wolf from the door* (परीसी वा धुखमरी से बचना).

### ( L )

He *looked blank* when he was informed of his failure (बहिन होना, धरझलाना).

I *laughed in my sleeve* (मन-ही-मन हँसना) at his funny dress.

Even lovely places are *laid waste* (बरबाद होना, वा बरबाद किया जाना) in war.

The dog was *let loose* (मुक्त छोड़ देना).

The enemy's plan was *laid bare* (चेद खोल दिया जाना).

A tiger *lies in wait* (छिप कर रहना) for its prey.

A hunter *lays (sets) a trap* (जाल बिछाना) for wild beasts.

One must *lay up for a rainy day* (भंडार के लिए प्रयत्न करना).

The drunken husband returned late at night and said, "Let in" (पीनर जाने देना).

The thief was caught but *let off* (होत्र दिया जाना).

The son *lived up to the expectation* (बाराबनुार) of his father.

Animals *live on* (खा कर जीना) grass.

A mother *looks after* (देख-भाल करना) her children.

One should not *look down upon* (दृष्टि से देखना) the poor.

You must *look sharp* about it (जल्दो करना).

(M)

I fail to *make out* (समझना) what you say.

The enemy was asked to *make up* (पूरा करना) the loss.

The rival parties *made peace* (समझौता करना) at last.

Please *make room* (जगह देना) for me in the bus.

I excused the student when he *made a clean breast of* (घाक-साफ करना) the whole matter.

A teacher works hard to *make both ends meet* (जीवन को आवश्यक-वस्तुओं को पूरा करना).

Though young, Netaji *made his mark* (बड़ा काम या नाम करना) in politics.

Modern essayists *make a mountain out of a mole-hill* (बुद्बुद बन्गु को बड़ा देना, दिल का साइ बताना).

("To make much ado about nothing" also has a similar meaning.)

He writes in such a confused way that I can *make neither head nor tail* (कुछ भी समझ में न आना) of it.

Don't *make little* (light) of (बुद्बुद समझना) others.

Don't *make much of* (बड़ा समझना) yourself.

You caused me a heavy loss, and you should, therefore, *make it good* (क्षति पूरा करना).

Let us *make the best* (most) of (अधिक से अधिक लाभ उठाना) what we have.

Life is very sad but one must *make the best of a bad bargain* (दुरी खोब से भी लाभ उठाना).

The time for work has come and so we should *make hay while the sun shines* (अबसर से लाभ उठाना).

When my friend called at my house, I requested him *to make himself at home* (पर में होने को तरह रहना).

(N)

The ring-leader was caught and so the plot was *nipped in the bud* (शान्म में ही नष्ट कर दिया जाना).

(P)

He abused me and I *paid him back in the same* (his own) coin (जैसे की लैता मिलना, ठोक वैसा ही म्बहार करना जैसा पाना).

There are men who instead of doing useful works *pick holes in others (other's coat)* (दोष देना).

When there was an exchange of hot words and blows, my advice *poured oil on the troubled waters* (झोष और बहानों को शांत करना).

Even college students very often *play truant* (काम पर या कक्षा में जाने के बरते इधर-उधर घूमना).

Congressmen *played second fiddle* (बधीन रहकर काम में गौश या अव्यक्त भाग लेना) to Nehru.

A real friend never *plays one false* (बोता देना).

The Britishers *played a double game* (दोहरी चाल चलना, बोखा देना) in our country and created a rift between the Hindus and the Muslims.

Do not *put off* (स्थगित करना) till tomorrow what you can do to-day.

I *put off* (निहालना) my coat after college hours.

We *put on* (पहनना) woollen clothes in winter.

*Put out* (बुझाना) the lamp.

Most of us *put up* (रहना) in bad houses and have to *put up with* (सहन करना) the worst nuisance.

The enemy was *put to the sword* (कात्त कर दिया जाना),

Your friend is *put to (on) trial* (परीक्षित होना) in your need.

I should not *put in my oar* (रुल्ल देना) in your affairs.

He must *put the screw on* (रोटना) his extravagant son.

It is *putting the cart before the horse* (वहवार काम करना) if you qualify yourself after appointment.

Let India *put her shoulder to the wheel* (दुलारे से नहीं माँगकर स्वयं परिश्रम करना) to implement her Plans.

Please *put down* (लिखना) what you have to say.

He has *put a spoke in my wheel* (बाधा डालना).

At the very start of his career he *put his foot in it* (भारी गलती करना).

### ( R )

Do not *run after* (पीछा करना) money.

The deer was *run down*. My health has *run down* (बढ़ा कर गिराना या बहक कर गिरना).

An extravagant person often *runs into debt* (कज्जे या खतरे में पड़ना).

My money has *run short* (सिख हो जाना).

### ( S )

All the prisoners were *set free* (मुक्त करना, छोड़ देना).

*Set about* (शुरू करना) your work without delay.

My objections were *set aside* (दुकराया जाना).

Rainy season has *set in* (शुरू होना).

I want to *set off* (प्रस्थान करना) for home to-day.

The one was *set on* (उकसाया जाना) the other to fight.

I can work hard but lack the capacity to *set the Thames on fire* (असामर्थ्य कार्य करना).

You should *set your face against* (व्युत्ता से रोकना) temptations.

Let us try to *set our own house in order* (घर सँभालना).

There was a rift when leaders *set people by the ears* (झगडा का भाव पैदा करना, उकसाकर काटडा करना).

Some critics *split hairs* (बाल को बाल सींचना).

This house *stands in need of* (अवस्था होना) repair.

During the last flood my boat *stood me in good stead* (संकट मे वाटसा रा काम जाना).

The German soldiers could not *stand their ground* (अपने स्थान पर खडना) against the Russians.

If bad times come, you should *stand to your guns* and not shed idle tears (रडे रहना).

The new teacher often *stops short* (बीच में रुक जाना) in the middle of his lecture.

You must *steer clear of* bad men (बलगत रखना).

## ( T )

Children *take after* (सम्य होना) their parents.

I *took him for* (रक चीन को दूसरी चीन समझना) a thief.

Before deciding, I shall *take your views into account* (विचार करना).

I was *taken aback* (चकित होना) at the sight of a lion.

When the watch-dog barked, the thieves *took to their heels* (भाग जाना).

You should act and not merely *talk big* about yourself (बोंग बेंडना).

A dwarf should not *take a leaf out of* a giant's book (नकल करना).

If you face a strong opposition, you should *take the bull by the horns* (आहतपूर्वक सामना करना).

I *took a leap in the dark* (बिना सोचे-सतनाक काम करना) in buying a new company's shares.

By procuring his dismissal for your own appointment you have *taken the bread out of his mouth* (मुँह की रोटी वा जीवन-निर्वाह का साधन हटाना).

Don't *throw cold water upon* (दस्ताह बंग करना) my plan.

When he flattered me, I felt that he tried to *throw dust in my eyes* (झोंस में धूल को फेंकना, धोखा देना).

Politicians very often *turn their coat* (एक पार्टी को छोड़कर दूसरी पार्टी में मिलना) for selfish ends.

Sometimes even sinners *turn over a new leaf* and become saints (बुरे काम या आचरण को अच्छी दिशा में पूर्ण रूप से बदलना, पूर्ण रूप से नवीन होना).

In the man-to-man fight between the Russians and the Germans, the latter *turned tail* (पेट दिखाता, कायरतापूर्वक भाग जाना) at last.

### III. IDIOMS WITH PAIR OF WORDS

#### [A] NOUNS THAT GO IN PAIR

The English left India *bag and baggage* (सब सामान के साथ).

Hitler carried *fire and sword* (हिंसा) wherever he went.

If you work *by fits and starts* (अनियमित रूप से), you cannot succeed.

Do not try to earn money *by hook or by crook* (किसी भी तरह से).

Let us work *heart and soul* (धन से). [Not with heart and soul]

Do not adopt a *hole and corner* (गुप्त और छुपी) policy to serve your interest.

I know his *ins and outs* (गुप्त विवरण).

His secretary is, *to all intents and purposes* (सभी अर्थों में, वास्तव में) his master.

I love my *kith and kin* (सगे-सम्बन्धी).

India is progressing *by leaps and bounds* (तीव्र गति से).

A worker should not be eager for the *loaves and fishes* (बार्निङ लाभ) of office.

This bag is meant for *odds and ends*. In newspapers there is a column for *odds and ends* (रफ़-उधर को बचो हुई चीज़ें, फुटकर वस्तु).

Kashmir is a *part and parcel* (अविन्न अंग) of India.

A dishonest man goes to *rack and ruin* (नारा).

A leader should respect the opinion of the *rank and file* (सर्व साधारण).

He was dismissed without *rhyme or reason* (कारण).

Social inequality should be destroyed *root and branch* (जड़ से, पूर्ण रूप से).

His speech was mere *stuff and nonsense* (रेकार).

*Time and tide* (समय, अवसर) cannot wait for anyone.

Let us oppose capitalism *tooth and nail* (दूरी पेश से).

*Ways and means* (साधन, आध) to run the college should be found

a mill-owner provides for the *wear and tear* (ह्रास) of machinery.

[B] ADJECTIVES THAT GO IN PAIR

He is *all in all* (सबसे बड़ा) in his family.

The patient is getting from *bad to worse* (बदतर).

India voiced her protest in *black and white* (लिखित).

The thief was beaten *black and blue* (बुरी तरह पीटा जाना).

If you are *fair and square* (न्यायी, निष्पक्ष) you will be respected.

One can't be *free and easy* (स्वभाविक रूप से स्वच्छन्द) with strangers.

The *hard and fast* (कड़ा, बंधा हुआ) rules of grammar must be observed.

The Act was declared *null and void* (निकम्मा; बेकार).

*Slow and steady* (मन्द, नियमित गति) wins the race.

IV. ADVERBIAL PHRASES

You should love your friends and relations, but *above all* (सबसे अधिक) your country.

Gandhiji's plan was always *above board* (साफ, स्पष्ट).

Mao, *after all* (आखिर), is man and not a beast.

If you try *again and again* (बार-बार) you will succeed.

Note—'*Over and over again*' and '*Time and again*' have a similar meaning.

A library is *as it were* (मानो) a faithful friend.

He talks *as if* (मानो) he were my master.

He does not read *at all* (एकदम).

I do not know where or how he is or whether he is alive *at all* (बिल्कुल).

The train was late to-day, *as usual* (वहने जैसा).

Go *at once* (तुरत).

He is a poet and thinker *at once* (साथ-साथ).

It is bad; *at any rate* (किसी भी हालत में), not good.

At first—पहले। At last—अन्त में। At least—कम-से-कम।

I can give you *at most* (अधिक-से-अधिक) ten rupees.

Don't kick the ball *at random* (बोंहो, बिना लक्ष्य के).

*At times* (कभी-कभी) even a sinner feels ashamed of himself.

*By and by* (कोड़े समय के बाद) my family joined me.

Caution—इससे 'समय के बाद', 'क्रम-क्रम' या 'धीरे-धीरे' का बोध नहीं होता।

WORDIE साहब ने अपनी दुस्तक ENGLISH IDIOMS के २१३वें पेज में लिखा है—“It

reads soon, after a little while”. यही जर्म—“Before long”, “Soon”

SHORTER OXFORD ENGLISH DICTIONARY में भी मिलता है।

एनफिल्ड, नेसफिल्ड साहब (NESFIELD) का यह मत—“This signifies ‘after an

interval’, whether the interval is a long or a short one”,—टोक नहीं कात



# V. PREPOSITIONAL PHRASES

*As to* (सम्बन्ध में) my qualification, I beg to submit that I am an M.A.

Note—*As regards, with regard to, with respect to, and in connection with* have a similar meaning. The phrases *at home in, at the top of, at enmity with, and at variance with* have been explained under 'Idioms With Verb To Be'.

*Because of, on account of* और *owing to*—कारण से ।

He is absent *because of* (on account of, owing to) illness.

Caution—*Due to* का भी अर्थ, इन तीनों के समान, 'कारण से' होता है, परन्तु इसका प्रयोग इन तीनों से भिन्न है—अर्थ में नहीं, व्याकरण की दृष्टि से ।

बाप बताने हैं कि 'due' एक Adjective है और इसलिए इसके पहले कोई Noun या Noun के समान प्रयुक्त होने वाला शब्द जाना चाहिए जिसके साथ यह जुड़ा हुआ रहे; जैसे—

The accident was *due to* carelessness.

This is *due to* that.

पहले शब्द में Noun (accident) और दूसरे में Pronoun (this) *due* के पहले किसी शब्द के साथ यह लगा हुआ है । अतः यहाँ इसका प्रयोग ठीक है । अब इन वाक्यों से लें—

He is absent *due to* illness.

He could not come *due to* illness.

*Due to* illness he is absent.

यहाँ *due* के पहले प्रथम वाक्य में Adjective (absent) आया है तथा द्वितीय में Verb (come) और तृतीय में कुछ नहीं, अर्थात् इन तीनों ही वाक्यों में यह Noun के साथ जुड़ा नहीं है । इसलिए यहाँ *due to* का प्रयोग गलत है । इसके बदले यहाँ *owing to* का प्रयोग शुद्ध होता । इसकी जाँच करते हुए महान् आचार्य ने कहा है—

"*Due to is often used by the illiterate as though it had passed, like owing to, into a mere compound preposition. Due must, like ordinary participles and adjectives, be attached to a Noun and not to a verb extracted from a sentence. While owing to can be either adjectival or adverbial, due to can only be adjectival.*" —FOWLER

अतः प्रकार, यह स्पष्ट है कि *due to* का प्रयोग काफ़ी ठेढ़ा है । वास्तव में, दो-चार स्थानों को भी इसका शुद्ध प्रयोग नहीं कर पाते । इसलिए अच्छा हो कि आप *due to* के जहाँ *owing to* का प्रयोग करें ।

He rose high in life *by dint of* labour.

*By dint of* और *By force of*—शक्ति (power) द्वारा ।

Some men get honour *by means of* (बहुत दूर) money.





# PRECIS-WRITING



## PRECIS-WRITING

Precis फ्रांसीसी भाषा का एक शब्द है। इसका अर्थ होता है 'संक्षिप्त और ठीक-ठीक अर्थ'। Precis के अन्वयार्थ से हम दिये हुए पद्यांश या पद्यांश को समझने और उसे संक्षेप में साफ-साफ लिखने की कला सीखते हैं। इसकी आवश्यकता आधुनिक युग में बहुत ही बढ़ गयी है, क्योंकि ज्ञान आदमी को बहुत अधिक पढ़ने का समय नहीं मिलता। इसके अतिरिक्त, precis-writing के द्वारा विचारों को आसानी से समझने और स्पष्ट रूप से सोचने का अन्वयार्थ होता है जिससे जीवन के प्रत्येक क्षेत्र में लाभ होता है।

Precis लिखने के लिए हमें तीन बातों पर ध्यान देना चाहिए—

I. MEANING; II. LANGUAGE; III. LENGTH.

## I. MEANING

1. दिये हुए पद्यांश या पद्यांश का अर्थ (meaning या idea) समझना आवश्यक है। इसके लिए आप उसे सावधानी से पढ़ें। प्रत्येक शब्द का अर्थ जानना जरूरी नहीं। आप उस पूरे पद्यांश या पद्यांश को दो-तीन बार पढ़ लें।

2. इसके बाद उसका एक उपयुक्त शीर्षक (title) चुनें। यह काम कठिन नहीं, क्योंकि प्रत्येक पद्यांश या पद्यांश में कोई न कोई विचार अक्षर्य रहता है। वह विचार किसी समस्या के विषय में हो सकता है या किसी देश या व्यक्ति के विषय में। उसमें किसी धर्म का वर्णन हो सकता है या किसी वस्तु का। आप ध्यान से देखें कि इसका विषय (matter) क्या है।

3. इसके बाद आप प्रधान विचारों को चुन लें और अवधान को छोड़ दें। यदि title को ध्यान में रखकर प्रधान विचारों को चुनेंगे, तो काम बहुत ही आसान हो जायगा, क्योंकि वह title से सम्बन्धित विचार ही प्रधान होंगे और जो उससे सम्बन्धित नहीं होंगे वे अवधान समर्थक नहीं होंगे।

4. इस प्रकार प्रधान विचारों को चुनकर आप उन्हें क्रम (order) में रखें, अर्थात् उन्हें इस प्रकार रखें कि एक विचार दूसरे से सम्बन्धित हो। इसे ही natural order या logical sequence कहते हैं। ऐसा करना इसलिए जरूरी है कि बात बहुत ही समझ में आ जाय। कुछ लोग दिये हुए पद्यांश या पद्यांश के विचारों की एक सूचीमान बना लेते हैं पर वह ध्यान नहीं देते कि पहले किसको रखें और उसके बाद किसको। यह आवश्यक नहीं है कि आप जो उसी प्रकार लिखें जैसा पद्यांश या पद्यांश में है। इसके विपरीत, यदि अपनी सुविधानुसार और अर्थ को स्पष्ट रूप से प्रकट करने की दृष्टि से, विचारों के क्रम को बदल दें, तो इसके लिए आपकी प्रतिपादात्मी समझा जायगा।

5. कुछ लोग कुछ वाक्यों को छोड़ देते हैं और कुछ को चुनकर उन्हें जो हो रख देते हैं। यह precis नहीं, यह तो reproduction है। आप ऐसा नहीं करें।

## II. LANGUAGE

दिये हुए पंक्तियों या पद्यों का **precis** समझकर उसे अपनी भाषा में लिखें।

1. ध्यान रखें कि भाषा **शुद्ध** के नियमानुसार हो, टेलीग्राम (telegram) वाली नहीं। आप इस प्रकार लिखें जिससे मान्य हो कि विचार दूसरे का है, पर भाषा आपकी। यदि भाषा आपकी नहीं है, तो इसका अर्थ होगा कि जानने दिये हुए पद्यों को समझा नहीं और इसलिए उसी के कुछ वाक्यों को जोड़-तोड़ कर यों ही रख दिया है। हाँ, जो छोटे-छोटे साधारण प्रयोग के शब्द हैं उन्हें आप व्यवहार कर सकते हैं, पर उन्हें भी आप अपना बनाकर (अपने अपने वाक्यों में रखकर) प्रयोग करेंगे।

2. **Precis-writing** में हम सदा **Third Person Pronoun** (he, she, it, they) का प्रयोग करें, **First Person** (I) का नहीं। इसका कारण यह है कि 'I' के प्रयोग से मान्य होगा कि विचार आपके है, पर आपके विचार तो ये हैं नहीं। ये विचार तो किसी अन्य व्यक्ति के हैं। इसलिए **Third Person** का प्रयोग उचित है।

3. **Tense** के सम्बन्ध में कुछ लोगों के मन में काफ़ी भ्रम है। **Sri G. H. Sinha** ने अपनी पुस्तक में लिखा है कि **precis** में सदा **Past Tense** का प्रयोग होता है। यह विचार ठीक नहीं। मैं जानते **precis-writing** में कभी **Tense** का व्यवहार होता चाहिए कि दिये हुए पद्यों में रहता है। मान लीजिए कि किसी पद्यों में देखकर आधुनिक सम्झना का वर्णन करता है, तो उसे **Past Tense** में कैसे लिखना चाहता है? इसी प्रकार, कोई लेखक या कवि भविष्य को कल्पना करता है। उसे **Future Tense** में ही लिखना चाहिए, **Past Tense** में नहीं। यही विचार सर्वसंगत अर्थात् है।

4. **Precis** सदा **Indirect Narration** में लिखा जाता है। इसलिए जो वाक्य **inverted commas "...."** के अन्दर हैं उन्हें आप **Indirect Narration** में लिखें। यदि **dialogue** या **conversation** (वार्तालाप) का **precis** करना हो, तो आप उसे **Indirect** में रखें। पूरे **dialogue** का सारांश समझकर उसे आप **Indirect Narration** में लिखें।

## III. LENGTH

दिये हुए पद्यों का **precis** कितना बड़ा या छोटा हो, इस सम्बन्ध में लोगों के बीच बड़ा मतभेद है। **Sri R. P. Ghosh** ने "**Good English**" में लिखा है कि **precis** दिये हुए पद्यों का 1/3 या 1/2 होना चाहिए, पर करोड़-करोड़ सभी अच्छे लेखकों ने माना है कि यह 1/3 होना चाहिए। **युनिवर्सिटी** में भी यही परिपाटी मान्य है। इसलिए आप भी **precis** लगभग 1/3 में लिखें। यह काम बहुत कठिन नहीं। आप दिये हुए पद्यों के सभी शब्दों को गिने लें और उसे तीन से भाग दें। इस प्रकार, आप उसे 1/3 अंश में लिखें। इसका यह अर्थ नहीं कि आप कुछ कम या अधिक शब्दों का प्रयोग कर दो नहीं सकते। हाँ, वह 1/3 से बड़ा कम या बहुत अधिक न हो। कुछ लोग दिये हुए पद्यों के 1/3 वाक्यों को चुनकर उन्हें यों ही रख देते हैं, पर आप यह न भूलें कि वह **precis** नहीं। वह तो कुछ और ही चीज है। दिये हुए अंश को 1/3 करने के लिए आप इन तरीकों की मदद लें—

### 1. METHOD OF OMISSION

**Omission** का अर्थ होता है 'छोड़ना'। इसके अनुसार दिये हुए अंश में जिसने भी अक्षर (figures of speech) और उद्धरण (quotations) हैं, आप उन्हें छोड़ दें और

उनका जैसा भाषा में लिख दें। इससे दो लाभ होंगे। शब्दों की संख्या कम हो जावगी और ऐसा मान्य पड़ेगा कि भाषा भी जल्दी अपनी है।

एक उदाहरण लें—

He is as brave as a lion.

यहाँ as a lion एक अलंकार है जिसे simile कहते हैं। Precis बनाने के लिए आप इस अंश को छोड़ दें—

He is brave.

Precis में अलंकारिक भाषा नहीं चाहिए।

## 2 METHOD OF SUBSTITUTION

'Substitution' का अर्थ होता है 'बदलना'। इनके अनुसार दिये हुए अंश में जो phrases, group of words या clauses रहें, उन्हें simple word (एक शब्द) में बदल दें; जैसे—

The books are lying at sixes and sevens.

I beat him black and blue.

आप जानते हैं कि at sixes and sevens और black and blue phrases हैं। इसलिए इनके लिए एक शब्द (single word) का प्रयोग वाक्यों में इस प्रकार हो सकता है—

The books are scattered. I beat him severely.

इसी प्रकार group of words (शब्द-समुदाय) को भी single word में बदला जा सकता है; जैसे—

To love one's own country is not enough. = Patriotism is not enough.

He will be remembered for all times to come. = He will be remembered for ever. = He will always be remembered.

एक clause के बदले भी single word का प्रयोग इस प्रकार कर सकते हैं—

Whether he will be successful or not is doubtful. = His success is doubtful.

That you are honest is well-known = Your honesty is well-known.

Note—Method of Substitution को समझने के लिए Single-Word Substitution की एक सूची आगे दी गयी है। उसे दो-चार बार पढ़ लें।

## 3. AVOIDANCE OF REPETITION

Repetition का अर्थ होता है 'दुहराना'। Repetition किसी idea (विचार) का हो या word (शब्द) का, आप उसे बर्बर छोड़ें, क्योंकि दुहराने से शब्दों की संख्या बढ़ेगी, घटेगी नहीं। आप देखेंगे कि लेखक अपने विचार को समझाने के लिए एक ही बात को कई तरह से कहता है। वह कभी-कभी उसकी व्याख्या (explanation) भी करता है। आप ऐसा न करें, क्योंकि Precis में explanation नहीं चाहिए। एक बात और। साधारण लेखक छोटी बातों को भी बहुत-से शब्दों की सहायता से स्पष्ट करता है। इसलिए स्वभावतः कुछ शब्दों का repetition हो जाता है; जैसे—

He is a very very old man of 100 years.

यहाँ very very old की आवश्यकता नहीं, क्योंकि जिसकी अवस्था १०० वर्ष की वह तो बहुत बूढ़ा है ही; फिर very very old लिखने की आवश्यकता ही क्या है? और उदाहरण से—

The resolution was *unanimously* supported by all. We reached the *final* conclusion.

यहाँ पहले वाक्य में *unanimously* (एकमतपूर्वक) और *by all* का प्रयोग हुआ है पर दोनों का एक ही अर्थ है। अतः इस वाक्य में *by all* की आवश्यकता नहीं। इसी प्रकार दूसरे वाक्य में *final* की कोई जरूरत नहीं, क्योंकि *conclusion* तो सदा *final* ही होता है। *Conclusion* में *final* का अर्थ निहित है। इसलिए आप ऐसे शब्दों को बिजुबुज ही छोड़ दें। आप देखेंगे कि वाक्य में बहुत-से Adjectives और Adverbs का कोई प्रयोग नहीं रहता। ऐसी अवस्था में वाक्य बनना प्रयोग न करें।

#### 4. USE OF VOICE

Precis में Passive Voice का प्रयोग जहाँ तक हो, कम करें। अगर उसे बिजुबुज ही छोड़ सकें तो और अच्छा हो, क्योंकि Passive Voice के प्रयोग से शब्दों की संख्या बढ़ती है और Active Voice से संख्या घटती है; जैसे—

Ravan was killed by Ram.—Passive

Ram killed Ravan.—Active

Good boys are loved by teachers.—Passive

Teachers love good boys.—Active

आप देखेंगे कि Passive Voice में Verb 'To be' और *by* का प्रयोग हो जाता है जिसकी जरूरत Active Voice में नहीं पड़ती। इसलिए Active Voice का ही प्रयोग अच्छा है।

#### 5. USE OF ARTICLE

आप जानते हैं कि जब Common Noun Singular Number में रहता है, तो उसके पहले *a* या *an* का प्रयोग करना पड़ता है और इससे शब्दों की संख्या बढ़ जाती है। यदि बिना अर्थ बदले ही उसे plural कर दिया जाए तो *a* या *an* की आवश्यकता नहीं पड़ेगी; जैसे—

(i) A good boy is loved by teachers.

(ii) Good boys are loved by teachers.

दूसरे वाक्य में *a* की जरूरत नहीं पड़ेगी, क्योंकि *boy* को *boys* कर दिया गया और इससे एक शब्द (*a*) कम हो गया। इस प्रकार थोड़ा भी सावधानी से कामो साम होता है।

#### 6. USE OF CONJUNCTIONS

Conjunction के प्रयोग से भी शब्दों की संख्या बढ़ या घट सकती है; जैसे—*as well as* और *and* के अर्थ में कोई अंतर नहीं, पर *as well as* में तीन शब्द हैं और *and* में केवल एक। तो, यह स्पष्ट है कि Precis में *as well as* के बजाए हम *and* का ही प्रयोग करें; जैसे—

He *as well as* I is guilty. = He *and* I are guilty.

इस प्रकार *both...and* के बजाए केवल *and* से ही काम चल सकता है; जैसे—

1. Ram *and* Shyam are guilty. = Ram *and* Shyam are guilty.

जब आप no sooner.....than और as soon as को लें। No sooner...than के प्रयोग से वाक्य में एक शब्द बढ़ जाता है, पर as soon as के साथ ऐसा नहीं होता; जैसे—

No sooner *did* he start than it began to rain=As soon as he started it began to rain.

इसलिए As soon as का ही प्रयोग करना अच्छा होगा।

## 7. AVOID AUTHOR'S NAME

Precis लिखने में लेखक का नाम और उसका परिचय यदि नहीं दिया जाता। मासूम रहने पर भी आप उसका नाम-वता नहीं लिखें। नाम के बदले the writer, the author या the poet लिखना ही काफी है। यदि आप इन तरीकों (methods) की मदद लेंगे, तो शब्दों की संख्या कम हो जायेगी और अच्छी तरह Precis बना लेंगे।

Note—Precis के शीर्षक (title) देने में जिन शब्दों का प्रयोग किया जाता है उनको छोड़कर 1 बंश में Precis होना चाहिए। उन शब्दों की गिनती नहीं होती। Precis तैयार कर देने के बाद शब्दों की संख्या (जितने शब्दों में Precis बनाया गया हो) लिख देनी चाहिए।

### List of Single-word Substitution

1. agenda—Items of business to be considered at a meeting.
2. aggressor—One who attacks first.
3. anarchist—One who plans to destroy all governments.
4. arbitrator—One appointed by parties to settle disputes  
between them.
5. autocracy—Government by one.
6. atheist—One who does not believe in the existence of God  
or after-life.
7. autobiography—The life-history of a man written by  
himself.
8. bigot—One with narrow religious views.
9. bigamy—The state of having two wives or husbands at a  
time.
10. bilingual—One who speaks two languages.
11. bureaucracy—Government by officials.
12. credulous—One who easily believes.
13. colleagues—Those who work in the same department or  
office.
14. catalogue—List of books or other articles.
15. carnivore—Eater of flesh.
16. celibacy—The state of being without wife.
17. circumlocution—A round-about way of writing or  
speaking.
18. cemetery—A place of burial.



19. contemporary—Living in the same age.
20. democracy—Government by the people.
21. diplomacy—The art practised by statesmen.
22. drought—Want of rain.
23. epidemic—A disease that spreads over a large area.
24. egoist—A man who thinks only of himself.
25. edible—That which is fit to be eaten.
26. extempore—Speech without any preparation.
27. exchange—Giving and receiving.
28. efficacious—That which produces the desired effect.
29. fatalist—One who believes in fate.
30. fratricide—Killing of one's brother.
31. foreigner—A man residing in a country of which he is not a citizen.
32. honorary—An office without pay.
33. homicide—Killing of a man.
34. herbivorous—Animals living on herbs.
35. invisible—That which can't be seen.
36. inaudible—That which can't be heard.
37. illegible—That which can't be read.
38. invincible—That which can't be conquered.
39. inaccessible—That which can't be approached.
40. inexplicable—That which can't be explained.
41. incorrigible—That which can't be corrected.
42. inimitable—That which can't be imitated.
43. indispensable—That without which one can't do.
44. indelible—That which can't be blotted.
45. inevitable—That which can't be avoided.
46. incurable—That which can't be cured.
47. indisputable—That which can't be doubted.
48. irrevocable—That which can't be changed.
49. irritable—Easily excited to anger.
50. irrelevant—That which is not to the point.
51. incredible—That which can't be believed.
52. infallible—That which never fails.
53. inflammable—Liable to catch fire easily.
54. invulnerable—That which can't be hurt.
55. insolvent—One who can't pay debts.
56. illicit—A trade prohibited by law.
57. matricide—Killing of one's mother.
58. migratory—A bird that comes and goes with seasons.

59. maiden speech—The first public speech.
60. monogamy—The practice of having one wife.
61. misanthrope—A hater of mankind.
62. materialistic—An attitude that measures everything in terms  
of matter.
63. matinee—A film-show in the afternoon.
64. neurotic—One suffering from nervous disorder.
65. narcotic—A medicine that induces sleep.
66. obsolete—No longer in use.
67. optimist—One who looks at the bright side of life.
68. omnipotent—One who is all-powerful.
69. omnipresent—One who is present everywhere.
70. omniscient—One who knows everything.
71. patricide—Killing of one's father.
72. posthumous—Born after the father's death or published  
after the author's death.
73. patrimony—Property inherited from father and ancestor.
74. philanthropist—One who does good to mankind.
75. pessimist—One who looks at the dark side of life.
76. parasite—That which exists by living upon others.
77. post-mortem—Medical examination of a dead body.
78. polygamy—Practice of marrying more than one wife at a  
time.
79. panacea—Remedy for all diseases.
80. popular—To be liked by everybody.
81. reticent—Reserved in speech.
82. somnambulist—One who walks in sleep.
83. somniloquist—One who talks in sleep.
84. sinecure—An office with no work but high pay.
85. soliloquy—The act of speaking aloud one's thought when  
alone.
86. verbose—(A style) full of words.
87. vegetarian—One who eats vegetables.
88. veteran—A person with long experience in some occupa-  
tion.
89. wardrobe—Place where clothes are kept.
90. water-proof—That which can keep water out.

### EXERCISES WORKED OUT

#### I

Now Jumman had an old relation, a maternal aunt, who had some property. This she transferred to him by a deed on the under-

standing that she would be well looked after. So long as the deed remained unregistered, none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. But everything changed the moment the deed was registered. Jumman who used to wait dotingly on his old aunt, now became supremely indifferent. His wife, Kariman, went even further. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting loose a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meal of abuse. And this went on mounting. Kariman would say, "How long is the old hag going to live? By giving us a few acres of waste land, she thinks she has bought us. She is a great lady who can't swallow a morsel without her *dal* being seasoned with ghee! We could have purchased a whole village with the money spent on her feeding." (202 words).

### *Precis*

#### *Title :—INGRATITUDE*

Jumman had an old aunt. She had some property. She gave it to Jumman on assurance that he would maintain her. Before the registration of deed he was hospitable to her but after registration he neglected her. His wife's treatment was worse. She abused her while giving even the little food she (aunt) ate and wished her early death. The aunt's troubles increased every day. (66 words)

### II

*Marlow* : What a tedious uncomfortable day have we had of it! We were told it was but forty miles across the country and we have come above three score.

*Hastings* : And all, Marlow, from that unaccountable shyness of yours that would not let us inquire more frequently on the way.

*Marlow* : I own, Hastings, I am unwilling to lay myself under an obligation to everyone I meet, and often stand the chance of an unmannerly answer.

*Hastings* : At present, however, we are not likely to receive any answer.

*Tony* : No offence, gentlemen. But I'm told you have been inquiring for one Mr. Hardcastle in these parts. Do you know what part of the country you are in ?

*Hastings* : Not in the least, Sir, but I should thank you for information.

*Tony* : Nor the way you came ?

*Hastings* : No, Sir, but if you can inform us.

*Tony* : Why, gentlemen, if you know neither the road you are going, nor where you are, nor the road you came, the first thing I have to inform you is that you have lost your way. (171 words)

### *Precis*

#### *Title*— THE TWO TRAVELLERS

Marlow complained of their too long and tedious journey for which Hastings blamed his (Marlow's) shyness. Marlow replied that he did not like to receive discourteous replies by asking his way frequently. Meanwhile, Tony interrupted and remarked that, as they did not know which way they came or where they were, they were lost. (53 words)

### III

The very abundance of books, an increasing and confusing abundance in our days, makes it important to know how to choose promptly and judiciously among them if one is not to spend as much time in the mere choice as in the perusal of the books that are selected. On this subject the first advice I venture to submit is to secure and to read only the best books. There are plenty of them, for more than you will ever find time to read. And when a wide range of excellent works is so readily obtainable, it is surely unfortunate to waste valuable minutes on any others. You may ask what I mean by best books. Passing by for the moment those publications which in each of the great languages of the world we call classics, I mean by the best books those from which you receive most, and can carry away most in the form of either knowledge or stimulation. When you want to learn something about a subject in which you are interested, do not turn to the first volume which you have heard named or which professes by its title to deal exhaustively with the subject. Consult your teacher or any well-read friend, or the librarian of the nearest public library. (213 words)

*Precis**Title :—CHOICE OF BOOKS*

Innumerable books are published now-a-days. Naturally, there is no time to read even the best ones which are available in large numbers. One should, therefore, read only the best books. Besides classics, best books are those that give maximum of wisdom and inspiration. For quick and correct choice the advice of teachers, well-read friends or public librarians, and not advertisements, is really helpful. (67 words)

## IV

Kiran was a universal favourite with her family and neighbours, so that when she fell seriously ill they were all anxious. The village-wiseacres thought it shameless for her husband to make so much fuss about a mere wife and even to suggest a change of air and asked if Sharat supposed that no woman had ever been ill before or whether he had found out that the folk of the place to which he meant to take her were immortal. Did he imagine that the writ of fate did not run there? But Sharat and his mother turned a deaf ear to them thinking that the life of their darling was of greater importance than the united wisdom of a village. So Sharat went to Chandarnagar, and Kiran recovered, though she was still very weak. There was a pinched look on her face which filled the beholders with pity, and made his heart tremble, as he thought how narrowly she had escaped death. (180 words)

*Precis**Title :—KIRAN'S ILLNESS*

The popular Kiran's serious illness grieved her relations and neighbours. Her husband, Sharat, desired her climatic change but the so-called wise villagers opposed the idea as foolish and shameless, but to her husband and mother-in-law, her life was dearer than village opinion. Therefore they took her to Chandarnagar where she recovered, although still too weak. She had a narrow escape from death. (60 words)

**EXERCISES**

## I

Hetty was quite used to the thought that people liked to look at her, and she knew that Adam Bede—tall, clever brave Adam

Bede, of whom the people round about thought so well, who was often rather severe to others, and who was not often seen talking to girls—could be made to turn pale or red any day by a look or a word from her. Hetty did not know many men, but she couldn't help seeing that Adam was a greater man than most of the men she knew; and she was certain that her uncle Poyser wanted her to marry Adam, who had always been given welcome at Hall Farm.

But Hetty had other ideas about her marriage. She liked to be admired by a wise, strong man, liked to know that he would always be there if she had need of him, but she had no thought of marrying Adam. She thought of him as a poor workman. When she had a husband, he must be a rich man who could give her all the things she dreamed about: a big house, servants, fine clothes, and a life of ease. If Adam could have given her these things, she liked him well enough to marry him.

### Aids

*Used to*—habituated (आदत पड़ना). *People round about*—neighbours (पड़ोसी). *Severe*—strict, serious, grave (कड़ा, गम्भीर). *Turn pale*—fade (सुरक्षा जाना, सौंका पड़ना). *Couldn't help seeing*—had to see (देखना या कचकना पड़ना). *Ease*—comfort (आराम).

### II

It was a sad and terrible story that Hetty told Dinah in that prison, a story to make the hardest person feel full of sorrow. She told how her child was born in the cottage where she had last asked for rest. How the next day, when the woman had gone out, the thought had come to her, that if she could be without her baby, she could go home again, and nobody would know anything. The thought gave her strength to get up, dress herself and go out. She walked till she came to a wood, and then sat down. She told how she looked at the face of her baby as she tried to lay it among the leaves and cover it with them; how it cried, and she couldn't bear to kill it; so she just left the baby, hoping it would be found and taken care of. As she hurried away, the sound of its crying followed her, even when she knew she was too far away to hear it. At last she came to a farm building, and went in and slept.

"And oh!" said Hetty, "when I woke, I could still hear the baby crying, and I turned back the way I had come. I had to go. Oh, Dinah! I hear that little baby crying now. Shall I always hear it? When I got to the place in the wood, my baby was gone."

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## EXERCISES

## I

Hetty was quite used to the thought that people liked to look at her, and she knew that Adam Bede—tall, clever brave

wards. This is a high ideal no doubt, but is capable of being attained. That can be done by making a beginning somewhere.

*Bhoodan* is the process whereby we can reach this goal. The land problem is a problem that affects crores of people. Hence, the *Bhoodan* movement makes a direct appeal to the masses and would inevitably cast its influence on their approach and way of life.

#### Aids

*Sollicitous*—desirous (रच्युक्त, उत्सुक). *Reappear afterwards*—re-appear, यहाँ afterwards को कहते नहीं, क्योंकि reappear में afterwards का अर्थ दिया हुआ है। *Making a beginning*—beginning. *Goal*—aim (लक्ष्य). *Crores of*—numerous, innumerable (बसंख्य, अनगिनत, बहुत). *Masses*—public. *Inevitably*—necessarily (अनिवार्य रूप से, अवश्य). *Cast its influence*—influence (प्रसर फैलना).

#### V

All the great religious teachers of mankind have insisted on this: that men ought not to live for themselves alone. We ought not, they have said, to spend all our time and energy in getting just what we want for ourselves, power and money and importance in the world, we ought to serve something greater than ourselves, whether a god or a cause or our fellowmen. It is by serving this something greater that men will forget themselves and so achieve happiness. This or something like it is what the great religions have taught, and it is one of the most important of the things that civilization means. It is also the hardest to learn and practise; in fact, most people have found it much too hard.

#### Aids

*Religious teacher of mankind*—prophets, preachers. *Insisted*—emphasised (जोर देकर कहना). *Ought*—should. *To live for themselves alone*—be selfish. *Achieve*—get (पाना). *Much too hard*—difficult.

#### VI

If today I have a quarrel with another man, I do not get beaten merely because I am physically weaker and he can knock me down. I go to law, and the law will decide as fairly as it can between the two of us. Thus in disputes between man and man right has taken the place of might. Moreover, the law protects me from robbery and violence. Nobody may come and break into my house, steal my goods, or run off with my children. Of course, there are burglars,



but they are very rare, and the law punishes them whenever it catches them.

It is difficult for us to realise how much this safety means. Without safety those higher activities of mankind which make up civilization could not go on. The inventor could not invent, the scientist find out or the artist make beautiful things. Hence order and safety, although they are not themselves civilization, are things without which civilization would be impossible. They are as necessary to our civilization as the air we breathe is to us; and we have grown so used to them that we do not notice them any more than we notice the air.

#### Aids

*Knock down*—beat down (मार कर गिरा देना). *Disputes*—quarrels, fights. *Alight*—(गारोहिक रुकना). *Protects*—saves. *Robbery*—dacoity. *Violence*—(हिंसा). *Break into*—enter. *Run off with my children*—kidnap (अपहरण करना) my children. *Burglars*—thieves (चोर). *Go on*—continue. *Grown so used to*—habituated, accustomed (बादल पड़ना). *Notice*—see.

### VII

There was once a laundryman named Clean-Cloth in a certain town. He had a single donkey who had grown very feeble from lack of fodder. As the laundryman wandered in a forest, he saw a dead tiger, and he thought, "Ah, this is luck! I will put this tiger-skin on the donkey and let him loose in the barley field at night. For the farmers will think him a tiger and will not drive him out." When this was done, the donkey ate barley to his heart's content. And at dawn the laundryman took him back to the farm. So, as time passed, he grew plump. He could hardly squeeze into the stall. But one day the donkey heard the bray of a she-donkey in the distance. At the mere sound he himself began to bray. Then farmers perceived that he was a donkey in disguise, and killed him with blows from clubs and stones and arrows.

#### Aids

*Laundryman*—washerman. *A certain*—a (किसी). *Feeble*—weak. *From lack of*—for want of (कमी). *Fodder*—खाना, भोजन. *Let him loose*—(मुला छोड़ देना). *To his heart's content*—to his satisfaction. *Plump*—fat (मोटा). *Squeeze into the stall*—घर में घुसना. *Bray*—रँकना. *Perceived*—saw, found (देखा). *Club*—झाड़ी, हँस. *Arrows*—तीर, बाण.

## VIII

Educated women have to play the role of teachers. An educated lady can serve the country in the humble capacity of a teacher. The education of children depends mainly upon women. They can teach as well as amuse. They can do research work in art, literature, philosophy and science. We are fortunate in having very intelligent girls who are anxious to have training in foreign countries. They are being given scholarship by the Government of India and many of them have proceeded to western countries and have made their mark as educationists. Women can also render social service whenever there is flood, famine, earthquake or some natural calamity. It is also during war that they can be of utmost utility to their nation. In free India ladies are being given training in First Aid, use of guns and rifles, and some of them are getting training as drivers and pilots. The defence of the country is a matter of great importance to all and women should share the burden with men.

*Aids*

*Play the role of*—act as (भाग करना). *Made their mark*—distinguished (बड़ा नाम करना). *Calamity*—misfortune (संहर). *Of utmost utility*—useful. *Share the burden*—भाग में भाग लेना. *Pilots*—वायुयान-संचालक.

## IX

For many centuries in Indian history there was no city so famous as the city of Ujjain. It was always renowned as the seat of learning. Here lived at one time the poet Kalidas, one of the supreme poets of the world fit to be named with Homer and Dante and Shakespeare. And here worked and visited an Indian king, who was also a great and learned astronomer, the greatest of his day, Rajah Jey Singh of Jeypore. So one can see what a great love all who care for India must feel for the ancient city of Ujjain.

But deep in the hearts of the Indian people, one name is held even dearer than those I have mentioned, the name of Vikramaditya who became king of Malawa, it is said, in the year 57 before Christ. He was like King Arthur, or like Alfred the Great—so strong and true and gentle that the men of his own day almost worshipped him and those of all aftertimes were obliged to give him the first place, though they had never looked in his face nor appeared to his great and tender heart simply because they could see that never had

a king been loved like this king. But one thing we do not know about Vikramaditya. It is told about him that he was the greatest judge in history. Never was he deceived. Never did he punish the wrong man.

### Aids

*Renowned*—famous (प्रसिद्ध). *Astronomer*—ज्योतिषी. *Obliged*—compelled (बिना होना). *Tender*—soft (नरम). *Deceived*—cheated.

### X

Oliver Twist and his companions suffered the tortures of slow starvation for three months. At last they got so wild with hunger that one boy who was tall for his age and had not been used to that sort of thing hinted darkly to his companions that unless he had another basin of gruel for him, he was afraid, he might some night happen to eat the boy who slept next to him and who happened to be a wealthy youth of tender age. He had a wild hungry eye, and they believed him.

A council was held; lots were cast who should walk up to the master after supper that evening and ask for more, and it fell to Oliver Twist.

Then evening arrived; the boys took their places. The master in his cook's uniform stationed himself at the copper; his assistants ranged themselves behind him; the gruel was served out, and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other and winked at Oliver. He rose from the table and advancing to the master, basin and spoon in hand, said, "Please, Sir, I want some more."

### Aids

*Tortures*—pain. *Starvation*—बुलमरो. *Hinted darkly*—hinted (बहासा करना). *Basin*—बर्तन. *Gruel*—मोड़. *Lots were cast*—झरोरी लगी. *Uniform*—बोहाक. *Stationed*—sat. *Grace*—thanks. *Short commons*—small quantity of food.

### XI

Human life consists of a succession of small events, each of which is comparatively unimportant and yet the happiness and success of every man depends upon the manner in which these small events are dealt with. Character is built up on little things—little things well and honourably transacted. The success of a man in business depends upon his attention to little things. The comfort of

a household is the result of small things well arranged. Good government can only be accomplished in the same way by well-regulated provisions for the doing of little things.

Accumulation of knowledge and experience of the most valuable kind are the result of little bits of knowledge and experience carefully treasured up. Those who learn nothing or accumulate nothing in life are set down as failures, because they have neglected little things. They may themselves consider that the world has gone against them but, in fact, they have been their own enemies. There has long been a popular belief in 'good luck', but, like many other popular notions, it is gradually giving way. The conviction is extending that diligence is the mother of good luck; in other words, that a man's success in life will be proportionate to his efforts, to his industry, to his attention to small things.

### *Aids*

*Transacted*—done. *Household*—family. *Duly*—properly (दृष्टि से). *Accomplished*—done, achieved. *Accumulation*—collection. *Treasured up*—gathered (समावृत्त). *Notions*—ideas (विचार). *Conviction*—faith, belief. *Extending*—spreading. *Diligence*—labour. *Proportionate to*—according to. *Efforts, Industry*—प्रयत्न.

### XII

The problem that confronts most of us is whether the individual is merely the instrument of society or the aid of society. Are you and I as individuals to be used, directed, educated, controlled, shaped to a certain pattern by society and government or does society, the state, exist for the individual? Is the individual the end of society or is he merely a puppet to be taught, exploited, butchered as an instrument of war? That is the problem of the world—whether the individual is a mere instrument of society, a plaything of influences to be moulded or whether society exists for the individual.

How are you going to find this out? It is a serious problem, is it not? If the individual is merely an instrument of society, then society is much more important than the individual. If that is true, then we must give up individuality and work for society; our whole educational system must be entirely revolutionized and the individual turned into an instrument to be used and destroyed. But if society exists for the individual, then the function of society is not to make him conform to any pattern but to give him the feel, the urge of freedom. So we have to find out which is false.

*Aids*

*Confronts*—faces. *End*—aim (उद्देश). *Pattern*—model. *Puppet*—कठपुतली. *Moulded*—shaped. *Conform*—समान होना. *Urge*—inspiration (प्रेरणा).

## XIII

Why is society crumbling, collapsing, as it surely is? One of the fundamental reasons is that the individual, you, has ceased to be creative. I will explain what I mean. You and I have become imitative; we are copying outwardly and inwardly. Outwardly, when learning a technique, when communicating with each other on the verbal level, naturally there must be some imitation, copy. I copy words. To become an engineer, I must learn the technique, then use the technique to build a bridge. There must be a certain amount of imitation, copying in outward technique, but when there is inward, psychological imitation, surely we cease to be creative. Our education, our social structure, our so called religious life, are all based on imitation; that is, I fit into a particular social or religious formula. I have ceased to be a real individual.

*Aids*

*Crumbling*—breaking (टुकड़ा होना, धुँस-धुँस होना). *Collapsing*—falling (गिरना). *Fundamental*—basic (पुनियादी). *Ceased*—stopped. *Creative*—रचनात्मक. *Imitative*—प्रतिकरणीय. *Verbal level*—वाक्पदीय का स्तर. *Structure*—frame.

## XIV

The hand-spinning and weaving industries are extremely important in balancing our village economy. Therefore Mahatma Gandhi carried on a life-long crusade for the encouragement and growth of those industries. For many years all leaders and working members of the Indian National Congress have worn clothes prepared from cloth woven on the handloom from hand-spun yarn. The All-India Spinners' Association started under Gandhiji's inspiration has done excellent work in popularising *Khaddar*, or hand-woven cloth, made from hand-spun yarn. It has also helped the handloom worker by supplying him with materials and with advice for the improvement of the quality of his product. More than a crore and a half yards of *Khaddar* are produced in India every year. This cloth has been a great boon to many people during the recent shortage of mill made cloth.

## Aids

*Spinning and weaving*—बढ़ना और बुनना. *Balancing*—संतुलित और सुव्यवस्थित करना. *Crusade*—fight. *Woven*—बुना हुआ. *Yarn*—सूत. *Inspiration*—encouragement (देना). *Popularising*—लोकप्रिय बनाना. *Boon*—advantage (बढ़ान, लाभ).

## XV

There was a time when men took life easily and had enough leisure. Life was simple and wants were few, and these could be easily satisfied. In those days men believed that whatever was worth doing should be done thoroughly. But gone is that time. With the Industrial Revolution, with the progress of scientific discoveries and inventions and with the ever-growing demand for machinery, our wants have increased and life has become complex. Now-a-days we want to do many things, think many thoughts and to enjoy too many benefits. Consequently, we are always pressed for time, because it is the fashion of the age. Our complaint about want of time may be true or false. But the fact remains that we want short-cuts. Hence, in this age of hurry there is a persistent demand for short-hand, for summaries, abridgements, and precis. A busy politician or a merchant has got so many things to do and so many important decisions to make that he cannot spare time for each. Yet he must know what is going on in the political or business world. So he asks his secretary or some other man to make a precis or summary of what is being said, done and thought about things in which he is vitally interested. This is the use of precis.

## Aids

*Complex*—जटिल. *Pretend*—बढ़ाना करना. *Short-cut*—दोरा या लोका रास्ता. *Persistent*—स्थिर. *Hurry*—जल्दबाजी. *Abridgement*—संक्षेप. *Spare*—बचना. *Vitally*—essentially (आवश्यक रूप से).

## XVI

One day, as she came into the room, where all the poor children were at work, my nurse sat down just over against me and after a while began to talk to me. "Thou foolish child", says she, "thou art always crying. Prithree, what dost thou cry for?" "Because they will take me away", says I, "and put me to service, and I can't work house-work." "Well, child", says she, "but though you can't work house-work, you will learn it in time, and they won't put you to hard things at first." "Yes, they will", says I, "and if I can't do it, they will beat me, and the maids will beat me to make me do great

work, and I am but a little girl, and I can't do"; and then I cried again till I could not speak any more. This moved my good motherly nurse, so that she resolved I should not go to service yet; she bid me not to cry, and she would speak to Mr. Mayor, and I should not go to service till I was bigger.

Well, this did not satisfy me for to think of going to service at all was such a frightful thing to me, that if she had assured me I should not have gone till I was twenty years old, it would have been the same to me. When she saw I was not pacified yet, she began to be angry with me. "And what would you have?" says she. "Don't I tell you that you shall not go to service till you are bigger?" "Ay" says I, "but then I must go at last." "Why, what", says she, "is the girl mad? What! would you be a gentlewoman?" "Yes", says I, and cried heartily till I roared out again.

#### *Aids*

*At work*—working. *After a while*—after some time. *In time*—in course of time (समय जाने पर, धीरे-धीरे). *Maids*—maid-servants. *Bid*—ordered. *Frightful*—fearful. *Pacified*—calm and quiet (सन्त). *Must go*—must have to go. *Heartily*—bitterly. *Roared*—cried.

#### XVII

My good old nurse, Mrs. Mayoress, and all the rest of them did not understand me at all, for they meant one sort of things by the word 'gentlewoman', and I meant quite another; for alas! all I understood by being a gentlewoman was to be able to work for myself, and get enough to keep me without going to service, whereas they meant to live great and high, and I know not what.

Well, after Mrs. Mayoress was gone, her two daughters came in, and they called for me and talked a long while to me, and I answered them in my innocent way, but always, if they asked me whether I resolved to be a gentlewoman, I answered, yes. At last they asked me what a gentlewoman was. That puzzled me much. However, I explained myself negatively that it was one that did not go to service, to do house-work; they were mightily pleased, and liked my little prattle to them.

#### *Aids*

*One sort of*—one kind of. *Keep me*—maintain me. *To live great and high*—high living (विलासपूर्ण जीवन). *Long while*—long time. *Resolved*—decided. *Puzzled*—confused (खरबान). *Mightily*—greatly. *Prattle*—talk.

## XVIII

The light has gone out of our lives and there is darkness everywhere and I do not quite know what to tell you and how to say it. Our beloved leader, Bapu as we call him, the father of our nation, is no more. Perhaps I am wrong to say that. Nevertheless, we will not see him again as we have seen him these many years. We will not run to him for advice and seek solace from him, and that is a terrible blow not to me only but to millions and millions in this country. And it is difficult to soften the blow by any advice that I or anyone else can give you.

The light has gone out, I said and yet I was wrong. For the light that shone in this country was no ordinary light. The light has illumined this country for these many years, will illumine this country for many more years, and a thousand years later that light will still be seen in this country, and the world will see it and it will give solace to innumerable hearts. For that light represented the living truth, and the eternal man was with us with his eternal truth reminding us of the right path, drawing us from error, taking this ancient country to freedom.

All this has happened. There is much more to do. There was so much for him to do. We could never think that he was unnecessary or that he had done his task. But now, particularly, when we are faced with so many difficulties, his not being with us is a blow most terrible to hear.

A madman has put an end to his life.

*Aids*

*No more*—dead. *Solace*—consolation (श्रीरत). *Illumine*—प्रकाश देना. *Eternal*—undying. *Blow*—चोट.

XIX

A California girl of thirteen wrote in a letter: 'I was really terribly sad to hear about Gandhi's death. I never knew I was interested in him but I found myself quite unhappy about the great man's death!'

In New York, a twelve-year-old girl had gone into the kitchen for breakfast. The radio was on and it brought the news of the shooting of Gandhi. There, in the kitchen, the girl, the maid and the gardener held a prayer meeting and prayed and wept. Just so, millions in all countries mourned Gandhi's death as a personal loss. They did not quite know why; they did not quite know what he stood for. But he was a good man and good men are rare.



'I know no other man of any time or indeed in recent history' wrote Sir Stafford Cripps, 'who so forcefully and convincingly demonstrated the power of spirit over material things.'

'Gandhi had demonstrated', Professor Albert Einstein asserted, 'that a powerful human following can be assembled not only through the cunning game of the usual political manoeuvres and trickeries but through the cogent example of a morally superior conduct of life. In our time of utter moral decadence he was the only statesman to stand for a higher human relationship in the political sphere.'

#### Aids

*Mourned*—became sorrowful. *Spirit*—spiritual (आत्मात्मिक). *Forcefully*—powerfully. *Asserted*—stated. *Manoeuvres*—clever plan. *Trickeries*—tricks. *Cogent*—convincing. *Utter*—total. *Decadence*—decay. *Statesman*—politician. *Sphere*—field.

#### XX

General Douglas MacArthur, supreme Allied military commander in Japan, said, 'In the evolution of civilization, if it is to survive, all men cannot fail eventually to adopt Gandhi's belief that the process of mass application of force to resolve contentious issues is fundamentally not only wrong but contains within itself the germs of self-destruction.' Lord Mountbatten, last British Viceroy in India, expressed the hope that Gandhi's life might 'inspire our troubled world to save itself by following his noble example.' The world-wide response to Gandhi's death was in itself an important fact; it revealed a widespread mood and need. There is still some hope for the world which reacted as reverently as it did to the death of Gandhi'. Albert Deutsch declared in the New York newspaper, P. M., 'The shock and sorrow that followed the New Delhi tragedy shows we still respect sainthood even when we cannot fully understand it.' To the statesmen and politicians who eulogised him Gandhi was at least a reminder of their own inadequacies.

#### Aids

*Evolution*—progress. *Survive*—live. *Eventually*—finally. *Application*—use. *Resolve*—decide. *Contentious*—disputable (कथड़ा वा कथ से दस्त). *Fundamentally*—basically (मूलभूत या मूल). *Inspire*—दीक्षा देना. *Reverently*—honourably. *Sainthood*—goodness. *Eulogised*—praised. *Inadequacies*—incompleteness, weakness (अपूर्णता).

#### XXI

Al (Thomas Alva Edison) was not a pupil after the teacher's

heart. He paid little attention to the books and kept asking questions, just as he had done at home. He either talked to his classmates when he should have listened to the instructor's words or dreamed with open eyes.

One afternoon, eight-year-old Al came home from school and went straight to his mother. 'Ma', he asked, 'What is addled?' Mrs. Edison laughed. 'Don't you know what an addled egg is? It means it is rotten.' 'Yes, Ma, I know that all right. But what's an addled boy?'

'Well, it's just another word for crazy.'

'And what is "not normal", Ma?'

'Not normal—well, it means... But where did you hear these words?'

Al looked at her seriously. 'The Inspector visited our school to-day, and asked teacher about boys. You know I've very good ears Ma. I heard what teacher said when he pointed me out to the Inspector. He said I'm addled. I'm not normal like other boys. It's a waste of time letting me go to school'.

Mrs. Edison jumped up. 'So he said that about you, did he?' She cried with flashing eyes. 'Come along, I'm going to have a nice little chat with him, as one teacher to another.'

And she marched to the school-house dragging Al behind her.

'I know, what you said to the Inspector about my boy,' she told the teacher. 'Well, if anybody here is addled, it's you. You could call yourself lucky if you had half as much brain as Al. And mark my words', she added thumping her little fist on the frightened school master's desk 'some day the world will hear of him—but never of you!' Then she turned on her heels, and took the boy home. 'You won't have to go back there', she told him. 'I'm going to do the teaching myself'. And she did.

#### Aids

*Addled*—rotten, unproductive. *Crazy*—mad, of unsound mind. *Normal*—usual, common. *Flashing*—angry, shining. *Chat*—talk. *Thumping*—striking hard (वरकते हुए). *Fist*—मुट्ठी. *Turned on her heels*—returned quickly.

#### XXII

The conditions under which democracy can flourish are difficult to define; but one thing is clear that democracy is always a slow growth, whereas dictators may rise to power and inaugurate a new

regime with dramatic suddenness and success under suitable conditions. One great new force has appeared in the world since the Great War, the art of modern propaganda. It is invaluable to the dictator who can inculcate his creed day by day through the press, the cinema, the radio, to the whole body of the people and can suppress all counter propaganda. It is a terrible danger to democracy, since it tends to destroy the sound and commonsense judgment of the people which depends on constant access to facts and on honest public discussion based on those facts.

Then again the kindly and co-operative outlook which alone can make democracy a success depends on material conditions, on the economic security and welfare of the whole of the people; a starving man or a man in constant fear of unemployment cannot be expected to be a good citizen of democracy.

And lastly, war is utterly hostile to democracy. The horrors and passion of war inevitably produce a war mentality under which the method of democracy becomes impossible.

#### *Aids*

*Flourish*—prosper. *Inaugurate*—start. *Regime*—rule, administration (शासन). *Invaluable*—very helpful. *Inculcate*—impress. *Creed*—principle (सिद्धान्त). *Counter*—opposite. *It tends to*—it has a tendency to. *Access*—reach, approach. *Hostile*—unhelpful, opposed. *Inevitably*—necessarily. *Mentality*—attitude.

#### XXIII

The civilization of China, as everyone knows, is based upon the teaching of Confucius, who flourished five hundred years before Christ. Like the Greeks and the Romans, he did not think of human society as naturally progressive; on the contrary, he believed that in remote antiquity rulers had been wise and the people had been happy to a degree which the degenerate present could admire but hardly achieve. This, of course, was a delusion. But the practical result was that Confucius, like other teachers of antiquity, aimed at creating a stable society, maintaining a certain level of excellence, but not always striving after new success. In this he was more successful than any other man who ever lived. His personality has been stamped on Chinese civilization from his day to our own. During his life-time the Chinese occupied only a small part of present day China and were divided into a number of warring states. During the next three hundred years they established themselves throughout what is now

China proper, and founded an empire exceeding in territory and population, any other that existed until the last fifty years. In spite of barbarian invasions, Mongol and Manchu dynasties and occasional longer or shorter periods of chaos and civil war, the Confucian system survived, bringing with it art and literature and a civilized way of life.

#### Aids

*Remote antiquity*—distant past. *Degenerate*—fallen, degraded. *Admire*—praise. *Delusion*—illusion, false idea (बोझ). *Striving*—trying. *Stamped*—imprinted (संकेत). *Warring*—fighting. *Barbarian*—uncivilized. *Invasions*—attack. *Chaos*—anarchy (बराबरकत). *Dynasty*—line of kings (वंश).

### XXIV

The hand-spinning and weaving industries are extremely important in balancing our village economy. Therefore Mahatma Gandhi carried on a life-long crusade for the encouragement and growth of these industries. For many years all leaders and working members of the Indian National Congress have worn clothes prepared from cloth woven on the handloom from hand-spun yarn. The All India Spinners Association, started under Gandhiji's inspiration, has done excellent work in popularising *khaddar* or hand-woven cloth made from hand-spun yarn. It has also helped the handloom worker by supplying him with materials and with advice for the improvement of the quality of his product. More than a crore and a half yards of *khaddar* is produced in India every year. This cloth has been a great boon to many people during the recent shortage of mill-made cloth.

Hand-made cloth always costs more than mill-made cloth. For this reason some people say that the industry should be allowed to die and cloth be produced in the mills. Those who see the benefits brought by the handloom industry to the villager say that it should be supported even by restricting the growth of mills. The Ministry in Madras has decided that no new mills should be started in the province and that every encouragement should be given to handloom industry. These are extremely opposite views. One thing is clear, however, viz. that more than 60 lakhs of people earn their livelihood in their own homes with the help of the handloom industry. Until alternative work is found for this large number of people, encouragement must be given to the industry.

#### Aids

*Crusade*—holy fight. *Yarn*—सूत. *Boon*—blessing (बरादान). *Restricting*—limiting (सीमित करना). *Alternative*—some other work.

## XXV

Workers who repeat the same operation day after day, can take no pleasure or pride in their work. Their chief pleasure in life is outside the factory. Their work is dull and they spend their time with one eye on the clock. It is realised that modern work is often dull and in some factories a wireless set or a gramophone is turned on to provide music for the workers. In spite of various attempts to brighten the lives of the workers, however, the average man in a factory is rather to be pitied than envied. The dullness of his life is one of the drawbacks of mass production. Some people consider that man is becoming the slave of the machine. Let us hope that machines will never become more important than the men they were intended to serve. We must all hope that means will be found to retain the advantages arising out of mass production, while at the same time giving the worker some of the pride and pleasure of the old craftsman. Charlie Chaplin in his film "Modern Times" drew attention to the dangers of mass production and the need for safeguarding man's individuality from the tyranny of the machine. In the film, Charlie Chaplin got a job in a factory that employed mass-production methods. He had to stand by a machine with a spanner in his hand. An endless belt passed in front of him, carrying slowly an endless line of articles. As each one passed, he tightened one nut in one bolt with his spanner. His work was done with one turn of the wrist repeated throughout the day. Very soon his mind became affected and the film showed the amusing things which he did as a result of his mental disorder. It showed that the kind of work which many people do, far from giving them pride and pleasure, is more likely to fit them for the lunatic asylum.

## Aids

*Operation*—work. *Drawback*—defect. *Craftsman*—artisan (कर्मिन्). *Safeguard*—protect (रक्ष). *Tyranny*—cruelty (क्रूरता). *Spanner*—खोली. *Wrist*—कलाई. *Lunatic asylum*—बनरसाला.

## XXVI

Education, taken in its most extensive sense, is properly that which makes the man. One method of education, therefore, would only produce one kind of men; but the great excellence of human nature consists in the variety of which it is capable. Then instead of endeavouring, by uniform and fixed systems of education, to keep mankind always the same, let us give free scope to everything which may bid fair for introducing more variety among us. The various

character of the Athenians was **certainly** preferable to the uniform character of the Spartans or to **any uniform** national character whatever. Uniformity is the characteristic of the brute creation. Among them every species of bird build their nests with the same materials and in same form; the genius and disposition of one individual is that of all; and it is only the education which men give them that raises any of them much above others. But it is the glory of human nature that the operations of reason though variable and by no means infallible, are capable of infinite improvement. We come into the world worse provided than any of the brutes; but when their faculties are at a full stand and their enjoyments incapable of variety or increase, our intellectual powers are growing apace; we are perpetually deriving happiness from new sources, and even before we leave this world, are capable of tasting the felicity of angels.

#### *Aids*

*Extensive*—wide. *Excellence*—superiority. *Endeavouring*—trying. *Uniformity*—sameness. *Disposition*—स्वभाव. *Apace*—swiftly. *Perpetually*—constantly. *Felicity*—delight.

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## COMPREHENSION





## **COMPREHENSION**



## COMPREHENSION

Comprehension का अर्थ होता है 'समझना' (understand)। किसी गद्यांश या पद्यांश को पढ़कर उसे समझना बहुत आवश्यक है, क्योंकि इनके बिना जीवन के किसी भी क्षेत्र में सफलता मिलना असम्भव है। एक बात और। Comprehension के बिना precis, substance, explanation, critical appreciation इत्यादि कुछ भी नहीं लिखे जा सकते। इसका कारण यह है कि इन सबके लिए दिये हुए पद्यांश या गद्यांश को ठीक से समझना पड़ता है। इसलिए आप Comprehension का अभ्यास अवश्य करें। इस अभ्यास के लिए इन बातों पर ध्यान दें—

## I. MEANING; II. LANGUAGE; III. LENGTH

## I. MEANING

Comprehension के लिए यह आवश्यक है कि आप दिये हुए गद्यांश या पद्यांश का meaning (अर्थ) ठीक से समझें। इसलिए आप उसे दो-तीन बार पढ़ें और तब दिये हुए समझना आवश्यक है, क्योंकि इसके बिना आपका उत्तर ठीक हो नहीं सकता। इसके लिए आप प्रश्न में प्रयोग किये गये what, how, where, when, who, why इत्यादि पर ध्यान दें और सोचें की प्रश्न क्या है। प्रश्न का उत्तर तो दिये हुए पद्यांश या गद्यांश में रहता ही है। उसे सावधानी से खोज निकालना है। यदि प्रश्न ही तथ्य में नहीं आये, तो उत्तर क्या दिया जा सकता है ?

## II. LANGUAGE

1. दिये हुए प्रश्न का उत्तर अपनी भाषा में लिखें। कुछ लोग दिये हुए पद्यांश या गद्यांश की भाषा को चुनकर प्रश्न का उत्तर बना देते हैं। यह ठीक नहीं। उत्तर आप अपना बनाकर दें।

2. उत्तर देने में व्याकरण के नियमों का पालन करना आवश्यक है। इसलिए वाक्य सही (correct) और पूरा (complete) होना चाहिए, वाक्योपलब्धि की भाषा नहीं। जैसे यह

What is your name ?

जैसे न कहें—Ram. आप पूरे वाक्य में उत्तर दें—

My name is Ram.

Comprehension में इस प्रकार के बहुत-से प्रश्न पूछे जाते हैं। आप उनका उत्तर सही बनाकर दें, टेलीग्राम (telegram) की भाषा में नहीं।

3. उत्तर देने में आप सही Tense और Person का प्रयोग करें जो प्रश्न में रहे। गलती करने से उत्तर हास्यास्पद हो जायगा।

4. उत्तर देने में Indirect Narration का प्रयोग करना चाहिए, क्योंकि यदि आप

inverted commas "...." के बीच में रखे गये वाक्यों को यों ही रख देंगे तो इस अर्थ होगा कि मानने कुछ समझा ही नहीं और इसलिए उन वाक्यों को रख दिया है।

5. भाषा सरल होनी चाहिए, अलंकरण नहीं। इसलिए गद्यांश या पद्यांश में जो अलंकरण (Figures of Speech) में रहें उनको छोड़ दें और मात्रात्मक समझकर उभे अपनी भाषा लिखें। इस प्रकार, भाषा सरल हो जगमगी और मान्य वफा कि वह वाक्यी चीज है।

### III. LENGTH

1. दिये हुए प्रश्न का उत्तर जितना बड़ा या छोटा हो, इसका कोई नियम नहीं। तो निर्भर करता है प्रश्न पर। किसी प्रश्न का उत्तर छोटा हो हो सकता है, वह बड़ा हो सकता है। यदि आप उसे बड़ा बना देंगे तो वह अनावश्यक (irrelevant) समझा जाएगा और इसलिए अंक (marks) कम मिलेंगे। Comprehension एक प्रकार की बुद्धि-परीक्षा (intelligence-test) है, इसलिए आपसे जितना पूछा जाय उतना ही उत्तर दें। इन प्रकार का जवाब चुस्त और दुरुस्त होगा।

2. कभी-कभी ऐसा प्रश्न पूछा जाता है जिसके बारे में उत्तर हो सकते हैं। यदि दिए गए गद्यांश या पद्यांश का शीर्षक (title) देने को कहा जाय तो भिन्न-भिन्न प्रकार के उत्तर दिये जा सकते हैं। इसलिए ऐसी अवस्था में आप अपना विचार तर्क (reasoning) के साथ रखें और उसका कारण बतायें। इससे उत्तर कुछ बड़ा तो अवश्य होगा पर साथ-साथ अच्छा भी।

### EXERCISES WORKED OUT

#### I

Gandhiji always loved his people—Muslims as much as Hindus. Even when Pakistan was formed, he spoke for the Muslims of India, who were comparatively so few in number. Many Hindus thought that he favoured the Muslims too much. Nathuram Godse held misguided ideas of this kind. At a prayer meeting at Birla House in New Delhi, Godse shot Gandhiji on the 30th January, 1948. The great Mahatma died with "Hey Ram" on his lips. He was murdered, yet he was calm and peaceful even in death. It seemed as if he were sleeping.

- Q. 1. Why was Gandhiji shot dead ?
2. Where and when was he murdered ?
3. How did he look after murder ?

Ans. 1. Gandhiji loved all men, both Hindus and Muslims. He loved the Indian Muslims even after the formation of Pakistan. Many Hindus thought that he favoured the Muslims. Nathuram Godse held similar views. So he shot Gandhiji dead.

2. Gandhiji was murdered on the 30th January, 1948. Godse shot him at a prayer meeting at Birla House in New Delhi.

3. The Mahatma looked peaceful and cheerful even after his

murder. It appeared as if he were sleeping, rather than dead. There was no sign of sorrow or revenge on his face.

## 2

## I

Fair daffodils, we weep to see  
 You haste away so soon;  
 As yet the early-rising sun  
 Has not attained his noon.  
 Stay, stay  
 Until the hasting day  
 Has run  
 But to the evensong,  
 And, having pray'd together, we  
 Will go with you along.

## II

We have short time to stay, as you;  
 We have as short a spring;  
 As quick a growth to meet decay,  
 As you, or anything.

## III

We die  
 As your hours do, and dry  
 Away  
 Like to the summer's rain;  
 Or as the pearls of morning's dew,  
 Ne'er to be found again.

- Q. 1. Why does the poet weep to see the fair daffodils ?  
 2. What does he think about man's life ?  
 3. Explain the line : Like to the summer's rain.

Ans. 1. Generally, beautiful things make us happy, because we look at the beauty of things. But the poet here does not look at the beauty of the daffodils. His eyes are on the short life of the fair daffodils. Naturally, he is reminded of his own short life and also of the short life of others. So he weeps to see the lovely daffodils.

2. Daffodils have a short spring. They grow and decay very quickly. Similar is the fate of human beings.

3 The poet in this line compares man's life to summer's rain.



Oh, gold is great, but greater far  
Is heavenly sympathy !

- Q. 1. Suggest a suitable title.  
2. How did the proud man treat the poet when he (the poet) lay in sorrow ?  
3. What did the poet do when his sorrow passed away ?  
4. How did the poor man treat the poet when he (the poet) lay in grief and pain ?  
5. Which is greater—gold or sympathy ?

### *Aids*

*Lay*—पड़ा था. *Deep distressed*—बहुत दुःख में. *Grief*—कष्ट. *Cold*—शेन और प्रसन्नता-रहित. *Erect*—सीधा. *Spoke*—spoke. *Spoke my thanks*—thanked.

### 3

Abou Ben Adhem (may his tribe increase !)  
Awoke one night from a deep dream of peace,  
And saw, within the moonlight in his room,  
Making it rich, and like a lily in bloom,  
An angel writing in a book of gold :—  
Exceeding peace had made Ben Adhem bold,  
And to the presence in the room he said,  
“What writest thou ?”—The vision rais'd its head,  
And with a look made of all sweet accord,  
Answered, “The names of those who love the Lord.”  
“And is mine one ?” said Abou. “Nay, not so,”  
Replied the angel. Abou spoke more low,  
But cheerly still; and said, “I pray thee, then,  
Write me as one that loves his fellow-men.”  
The angel wrote, and vanished. The next night  
It came again with a great wakening light,  
And show'd the names whom love of God had blest.  
And lo ! Ben Adhem's name led all the rest.

- Q. 1. Why should Ben Adhem's tribe increase ?  
2. What did Ben Adhem see when he awoke from a deep dream of peace ?  
3. What did he ask the angel and what did the angel reply ?  
4. Why did Ben Adhem's name top the list of the blessed ?



5. Do you love the Lord or your fellowmen or your own self or all these at the same time or none at all? Give reasons for your choice.

#### Aids

*Tribe*—race (बलि). *Lily in bloom*—लिलो बुरं कुसुमिनी. *Exceeding*—बहुत. *Vanished*—disappeared (खिलो न हो गया). *Led all the rest*—सबसे ऊपर था।

#### 4

My heart leaps up when I behold  
A rainbow in the sky  
So was it when my life began;  
So is it now I am a man,  
So be it when I shall grow old,  
Or let me die !

The child is father of the man;  
And I could wish my days to be  
Bound each to each by natural piety.

- Q. 1. How does the poet feel when he sees a rainbow in the sky ?  
2. How did he feel when he saw it (rainbow) in his childhood ?  
3. What feelings does he wish to have towards it in his old age ?  
4. How do you feel when you see a rainbow ?

#### Aids

*Heart leaps up*—हृदय झलझलाने लगता है। *Behold*—देखना। *Life began*—बचपन। *Man*—youngman. *So be it*—ऐसा ही हो। *Days to be*—जाने काले दिन; अविच्छेद। *Piety*—वैराग्य।

#### 5

Ram Mohan Roy was born at Radhanagar in the Hoogly district of Bengal on May 22nd, 1772. His father, Ramkanta Roy, had settled at Radhanagar after giving up his post under Sirajuddoula, the Nawab of Bengal. He had been unjustly treated by the Nawab, and he also had some trouble about his lands. So he became somewhat unattached to the world, and generally spent his time in prayer and thinking of God.

Ram Mohan's mother, Tarini Devi, was a very religious woman. She believed faithfully in the sound nature of the Hindu religion as it was then understood. Her great belief is shown by the fact that once she went for a pilgrimage to Puri on foot, without taking even a maid-servant with her.

- Q. 1. When and where was Ram Mohan Roy born ?  
 2. Why did his father give up his post under Sirajud-doula ?  
 3. Give a brief description of his mother.  
 4. How do you know that his mother had great belief in the Hindu religion ?

### Aids

*Giving up*—छोड़ना, त्यागना. *Pilgrimage*—होमयात्रा.

### 6

Among the many scientists who helped to advance human knowledge, Jagadish Chandra Bose holds an important position. He was born in East Bengal, near Dacca, on November 30, 1858. His father was a Deputy Magistrate at Faridpur where Jagadish spent most of his childhood. He was a very inquisitive child, always asking questions. His father always tried to answer all his questions; he was never told not to ask them. He went to a Bengali school at the age of five, for his father wanted him to learn his own language and get to know his people before taking up English studies.

Jagadish Chandra wanted to go to England and complete his studies there. But there were many difficulties. His father had lost much of his money which he had spent on tea plantations. His mother's love for him was great; she could not think of parting with her only son for so long. It seemed that Jagadish Chandra's hopes would never be fulfilled. He felt sad and discouraged.

However, his mother found that he would not be happy unless he went to England. She made up her mind to bear the sorrow of separation. Now, the only thing was to get money. For such a mother, this was no difficult task either. She sold her jewellery and got the money. So Jagadish was able to go to England.

- Q. 1. Describe the early life of Jagadish Chandra Bose.  
 2. What were his difficulties when he wanted to go to England ?  
 3. How were the difficulties solved ?

5. Do you love the Lord or your fellowmen or your own self or all these at the same time or none at all? Give reasons for your choice.

### Aids

*Tribe*—race (जाति). *Lily in bloom*—खिलो हुई कुसुमिनी. *Exceeding*—बहुत. *Vanished*—disappeared (विलो न हो गया). *Led all the rest*—सबसे ऊपर था।

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- Q. 1. Describe the early life of Jagadish Chandra Bose.
2. What were his difficulties when he wanted to go to England ?
3. How were the difficulties solved ?

*Aids*

*Inquisitive*—curious (इन्क्विजिटिव, क्यूरियस). *Tea plantations*—चाय-बगान.  
*Made up her mind*—decided (मैड अप हिअर माइन्ड).

## 7

*Portia* : Do you admit the bond ?

*Antonio* : I do.

*Portia* : Then the Jew must be merciful.

*Shylock* : Must I ? Who can force me to show mercy ? Tell me that.

*Portia* : Mercy is never forced. It comes naturally. We should all show mercy to one another.

*Shylock* : I will have nothing to do with mercy. I ask for justice.

*Portia* : But justice should always be softened by mercy.

*Shylock* : I know nothing of that. I must have what is due to me on my bond.

*Portia* : Is he (Antonio) not able to pay the money ?

*Bassanio* : Yes. Here I offer it for him (Antonio) in the court. I am prepared to pay it ten times over.

*Shylock* : I will not have it.

Q. 1. How does Portia try to persuade Shylock (the Jew) to show mercy ?

2. What is Shylock's demand ?

3. Which is greater—mercy or justice ? Give reasons.

*Aids*

*Softened*—सुलायम किया हुआ, मिलाया हुआ. *Due*—बाह्य. *Bond*—दस्तावेज.

## 8

Jumman had an old relation, a maternal aunt who had some property. This she transferred to him by a deed on the understanding that she would be well looked after. So long as the deed remained unregistered none was so obliging to the old lady as her nephew, none so considerate to her. Her every wish was anticipated and cheerfully carried out. But everything changed the moment the deed was registered. Jumman who used to wait dotingly on his old aunt now became supremely indifferent. His wife, Kariman, went even farther. She grudged even the little food that the old lady ate. No meal was now served to her without Kariman letting a barb or two dipped in gall or poison. The very bread that the aunt ate seemed to be seasoned with the meat of abuse. And this went on mounting.

- Q. 1. How did Jumman treat his maternal aunt before her property was transferred to him by a deed ?
2. How did he and his wife treat her after the deed was registered ?
3. Suggest a suitable title.

### Aids

*Deed*—दस्तावेज. *Obliging*—दुलक्ष. *Considerate*—विवेकशील. *Anticipated*—बढ़ते ही समय लिया जाता था या अनुमान कर लिया जाता था. *Dotingly*—बहुत प्रेम से. *Wait on*—सेवा करना. *Supremely*—बहुत ही. *Indifferent*—बदस्तोह. *Grudged*—ईर्ष्या करती थी. *Barb*—तीर की ओर. *Dipped*—डुबाया हुआ. *Gall*—निरंकुशता, क्रोधोत्पत्ति. *Seasoned*—मिलाया हुआ. *Afounting*—बढ़ता हुआ.

### 9

Arthur journeyed quickly from Ireland on receiving news of his grandfather's death. He was now Squire; and as he travelled towards his home, he thought of all he would have to do for the good of the estate and his tenants. Then he thought of the Poyser family and Hetty. He was at ease now about Hetty, for Mr. Irwine's letter had told him of her coming marriage with Adam. He was glad of this, Pretty little Hetty ! So she had not cared for him half so much as he had cared for her ! Well, he certainly was not in love with Hetty now ! But he could feel that Hetty's husband had a special claim on him. He felt he could now offer Adam friendship again, in spite of that painful memory. Well, here was Hayslope at last ! And here was the dear old home ! Arthur jumped from the carriage, ran up the steps and entered the house.

"Your letters are waiting for you, Sir," said his servant. Arthur found them on his table, and on the top of the heap was one from Mr. Irwine. Arthur took it up carelessly and read—

"I send this in a hurry, dear Arthur, because I had to go to Stoniton to perform the most painful duty. I will not add anything to the pain and sorrow that will now come upon you. I must just tell you the simple fact. Hetty Sorrel is in prison, and is awaiting punishment for killing her own child."

- Q. 1. Why did Arthur journey quickly from Ireland ?
2. What did he think as he travelled towards his home ?
3. What were the contents of the letter from Mr. Irwine ?

*Aids*

*Journeyed*—travelled. *Tenants*—कृषा. *At ease*—comfortable, at peace. *Memory*—याद. *Heap*—ढेर (collection).

## 10.

At last Hetty reached a place she knew. But now she had spent nearly all her money, and was feeling ill and very tired. Quite unable to go any farther, she turned into a field, and walked along a path leading to a wood. She reached the wood and sat down under the trees. These last days of Hetty's wanderings had been terrible, for, not only had she had little to eat, but had not always slept under a roof, so afraid was she of not having enough money to last till she got home again.

She could no longer think clearly of what to do. At one time she decided to make her way to Dinah, remembering that her cousin had told her to think of her if ever she was in trouble. At another time, to go straight home seemed the thing she most desired. But when she thought of the shame that she would have to face she knew that she could do neither. It would be easier to take her own life!

Q. 1. Describe the last days of Hetty's wanderings.

2. Could she think clearly of what to do? Why did she not like to return home?

3. Suggest a suitable title.

*Aids*

*Wood*—झंगल. *Little to eat*—almost nothing to eat. *Under a roof*—in a house. *Make her way*—go. *Ever*—कभी. *Take her own life*—kill herself, आत्महत्या करना.

## 11

Mr. U. N. Dhebar left here by air last night for Aden, at the invitation of the Aden Indian Association, to lay the foundation stone of the Mahatma Gandhi Memorial Hall.

The Hall, which will include a library and a reading room, is to be built at the Bay crater of the old city of Aden and is intended for the benefit of all Aden inhabitants regardless of race or creed. The library will contain books on Gandhian ideology.

The Indian community in Aden, comprising mainly businessmen, have subscribed five lakh rupees towards the creation of the memorial.

- Q. (a) Who is Mr. U. N. Dheber ?  
 (b) What was the purpose of his journey to Aden ?  
 (c) Where will the public hall be built ? What will it consist of ?  
 (d) What sort of books will the library have ?  
 (e) With what intention is the memorial to be built ?

## 12

The Uttar Pradesh Chief Minister Dr. Sampurnanand and the new U. P. Congress President Mr. C. B. Gupta have been summoned to Delhi by the Central Parliamentary Board of the Congress for talks at the ensuing meeting of the Board on Oct. 18 in connection with the party leadership crisis in the state.

The crisis was heightened by a firm letter from Doctor Sampurnanand requesting the High Command to permit him to resign from the Chief Ministership following the recent election of the rival leader Mr. C. B. Gupta as the U. P. C. President.

Meanwhile there is a speculation in the Congress circle here about the prospect of a compromise, if the rival group headed by Mr. Gupta does not accept leadership of Dr. Sampurnanand and the talks break down. In this connection the name of Mr. Sri Prakash, now Governor of Maharashtra, is being mentioned.

- Q. (a) Who is the Chief Minister of Uttar Pradesh and who is the Congress President there ?  
 (b) What body has summoned them to Delhi and why ?  
 (c) What meeting is going to be held on Oct. 18 and why ?  
 (d) What heightened the party leadership crisis in U. P. ?  
 (e) What is the speculation about the compromise ?

## 13

Acharya Vinoba Bhave told Mr. Sriman Narayan, member of the Planning Commission, that as he did in Kashmir, he was going to Assam to see, to hear and to love.

The Sarvodaya leader added that he was going to Assam not with any ready-made solution, as he felt that in the end the people of Assam alone could solve their own problem.

Sriman Narayan, who discussed with the Acharya the latter's trip to Assam and a number of other subjects in a village 25 miles from here, was giving pressmen a gist of what the Sarvodaya leader had told him in connection with his proposed Assam tour.







The Sarvodaya leader, Mr. Narayan said, had made a suggestions as of vital importance for the people of Assam well as at the Instance of Prime Minister Nehru.

Q. (a) Who is Mr. Sriman Narayan ? Where did he m Acharya Bhave and what did he discuss with him ?

(b) Who is the Sarvodaya leader and what did he say ab Assam and its problem ?

(c) Why was Acharya Bhave going to Assam ?

## 14

Mr. Ananthasayanam Ayyangar, Speaker of the Lok Sabha underlined the inspiring role of the social service organisations relieve the distress of the downtrodden and needy.

Mr. Ayyangar who was presiding over the All India Sewa Sam Conference said, "Every youth in the country today should be selfless, hard working and ever ready to serve the suffering human as the Sewa Samiti Volunteers".

Mr. Ayyangar paid tributes to late Pandit Madan Mohan Malviya, the founder of the Sewa Samiti movement and said that they should perpetuate his memory by continuing their efforts for social service. He hoped that the Sewa Samiti would grow from strength strength and spread a network of its branches in the country to fulfil its mission of selfless social service.

Mr. Jaishukhlal Hathi, Union Deputy Minister for Power and Irrigation who also addressed the conference said that he had great regard for all those who rendered selfless service to the society. The Sewa Samiti, he said was a compact body of such workers. He said that efforts should be made to develop Kurukshetra to attract tourists traffic.

Read the above extracts from a Newspaper and answer any three of the following questions—

Q. (i) Who started the Sewa Samiti Movement ?

(ii) What is the mission of the Sewa Samiti Movement ?

(iii) Who presided over the conference ? What advice did he give for perpetuating the memory of the founder ?

(iv) Who else addressed the conference and what did he say about the Samiti ?

## 15

Serious irregularities were detected in the distribution of food-grains in most of the Fair Price Shops at Nawadah during the surprise raid by the high officials of the Supply Department of Patna and Gaya recently, it is reliably learnt. Licences of three shopkeepers were cancelled immediately on the charge of bungling with foodgrains meant for the public on ration cards.

It is also reported that a high official of the Supply Department strongly criticised the 'misuse' of power by the Assistant Supply Officer and Supply Inspector of Nawadah in connection with issuing a fresh licence to a veteran black-marketeer of the town. It is alleged that the licence of one Fair Price Shop-keeper of Nawadah was cancelled last year on alleged charge of serious bungling in the food-grains quota, but this year the same dealer again got the licence. However, his licence was cancelled following the high official's remark.

H. S. from Gaya writes—Twenty-five Fair Price Shops in the city were found practising unfair means in foodgrains in a raid by the District Magistrate with four other Magistrates on 169 F. P. Shops in the city on Thursday last.

Their licences are likely to be cancelled. In one shop shortage of forty six maunds of grains was found and in another one hundred twenty-three maunds.

Q. (a) Who conducted the raid on the Fair Price Shops at Nawadah ?

(b) What did they detect ?

(c) Who was guilty of misuse of powers ?

(d) Whose licence was cancelled following the high official's remark and why ?

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